DOCUMENT RESUME

ED 130 080 95 CE 008 486

AUTHOR Harris, Robert C.; And Others
TITLE Indiana Leadership Development Program for Vocational Administrative Personnel. Technical Report.
INSTITUTION Indiana State Board of Vocational and Technical Education, Indianapolis.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
GRANT OEG-0-70-1971(725); OEG-5-74-0141-1
NOTE 109p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Administrative Personnel; *Administrator Education; Consortia; Cooperative Planning; Delivery Systems; Educational Administration; *Inservice Education; Leadership Training; Models; Post Secondary Education; Professional Personnel; Secondary Education; State Agencies; *State Programs; Statewide Planning; *Vocational Education; Workshops
IDENTIFIERS Education Professions Development Act; EPDA; *Indiana

ABSTRACT

A project was conducted to provide in-service education to meet the specific interests and needs of the highest level vocational administrators associated with secondary, post-secondary, and Division of Vocational Education agencies in Indiana. The specific objectives were (1) to examine concepts of leadership relative to administration and supervision, (2) to expand understandings of interdisciplinary concepts, (3) to formulate sophisticated approaches to planning, conducting, and evaluation, (4) to refine competencies that will allow continuous growth in administrative roles, and (5) to facilitate positive working relationships among personnel in the three agencies. Total agency representation included 29 secondary administrators, 21 post-secondary administrators, and 11 consultants from state level administrative positions. A consortium of four state universities conducted the program using funds from Education Professions Development Act (EPDA) grants and university matching funds. Outcomes and the products of the programs included (1) refined administrative competencies, (2) improved communication between secondary and post-secondary administrators, (3) improved working relationship among the four state universities providing graduate vocational technical education programs, and (4) improved management of the agencies in the vocational education delivery system. Curriculum materials were developed and research and development products were produced by individual contracted studies. A new sole state agency for administering vocational technical education has been established and a research grant to pilot test regional planning models has been secured. (Author/HD)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED130080

Technical Report

INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL

Robert C. Harris
Jake E. Reams
William T. Sargent
Betty Sawyers
Walter Weffenstette

Grant/Project Numbers
OEG-0-70-1971 (725)
OEG-5-74-0141-1
F-500-3VL
SBVTE-53-75-D

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

INDIANA UNIVERSITY
Bloomington, Indiana

1976

STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION
401 Illinois Building
17 West Market Street
Indianapolis, Indiana 4620

CE 008 496

GRANT INFORMATION

Projects were conducted under the following grant and project numbers:

Leadership Training:

1974 Program: Grant OEG-0-70-1971 (725)
1975 Program: Grant OEG-5-74-0141-1
Project F 500 3VL

Dissemination:

1975 Project: SBVTE-53-75-D

The programs reported in this publication were developed and conducted pursuant to two grants with the Indiana State Board of Vocational and Technical Education under a state grant from the Educational Professional Development Act, Part F, Section 553.

Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgements in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agencies' positions or policies.

ABSTRACT

INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL

PURPOSE

The Indiana Leadership Development Programs for vocational administrative personnel provided in-service education to meet the specific interests and needs of the highest level vocational administrators associated with secondary, post-secondary, and Division of Vocational Education agencies. Two programs were conducted during 1974 and 1975.

The specific objectives were to: 1) examine concepts of leadership relative to administration and supervision of vocational technical education programs, 2) expand understandings of interdisciplinary concepts of vocational technical education, 3) formulate sophisticated approaches to planning, conducting, and evaluating vocational technical education programs, 4) refine competencies that will allow continuous growth in administrative roles, and 5) facilitate positive working relationships among personnel in the three agencies.

PARTICIPANTS

Top level administrators were selected to participate in the program through careful screening processes. The number of participants was thirty-one in 1974 and thirty in 1975. Total agency representation included twenty-nine secondary administrators, twenty-one post-secondary administrators, and eleven consultants from state level administrative positions.

PROCEDURES

A consortium of four state universities; Ball State University, Indiana State University, Indiana University, and Purdue University conducted the program. The projects were conducted with funds from an EPDA, part F, section 553 grants and university matching funds. The objectives were accomplished through a delivery system consisting of four modes: 1) synergistic studies, 2) micro studies, 3) contracted studies and 4) travel studies. Synergistic and micro study activities were conducted as two to five day retreats. The emphasis of these studies ranged from advocate debates on critical problems in Indiana to intensive learning sessions on select competencies. Travel studies consisted of out-of-state meetings with leaders in vocational education. Contracted studies included independent study. Activities were coordinated with graduate programs of the four institutions and provided eighteen semester (twenty-seven quarter) hours of graduate credit.

EVALUATION

Outcomes and the products of the programs included: 1) refined administrative competencies, 2) improved communication between secondary and post-secondary administrators, 3) improved working relationship among the four state universities providing graduate vocational technical education programs and 4) improved management of the agencies in the vocational education delivery system. Curriculum materials were developed. Individual contracted studies include research and developmental products. Finally, a new sole state agency for administering vocational technical education has been established and a research grant to pilot test regional planning models has been secured. The leadership programs were instrumental in facilitating both of these efforts.

ACKNOWLEDGEMENTS

The program staff gratefully acknowledges the interest and support shown it by Mr. Don K. Gentry, Executive Director of the Indiana State Board of Vocational and Technical Education, who pioneered early efforts to establish a spirit of cooperation. Special recognition is given to Dr. Mary Jenet Penrod, Coordinator of Professional Development, Indiana State Board of Vocational and Technical Education Staff, who has faithfully assisted the programs during the course of their conduct.

Grateful appreciation is extended to advisory committee members for their arden support and guidance. Special thanks is given to the numerous consultants who shared their expertise and worked diligently to assure the highest quality educational experiences.

PROJECT STAFF

DIRECTOR AND PRINCIPAL INVESTIGATOR

Dr. Robert C. Harris
Associate Professor of Education
Vocational Education Program Area
School of Education
Indiana University
Bloomington, IN 47401

ASSOCIATE DIRECTORS

Dr. Jake W. Reams
Professor of Industrial Education
Department of Industrial Education and Technology
College of Fine and Applied Arts
Ball State University
Muncie, IN 47306

Dr. William T. Sargent
Professor of Industrial Education
Department of Industrial Education and Technology
College of Fine and Applied Arts
Ball State University
Muncie, IN 47306

Dr. Betty Sawyers
Assistant Professor of Education
Home Economics Education Section
Department of Education
Purdue University
West Lafayette, IN 47907

Dr. Walter Weffenstette
Professor of Vocational Technical Education
Department of Vocational Technical Education
School of Technology
Indiana State University
Terre Haute, IN 47809

ADMINISTRATIVE ASSISTANTS

Ms. Leah Allen
Graduate Assistant
Vocational Education Program Area
School of Education
Indiana University
Bloomington, IN 47401

Mr. Willie James Cook
Graduate Assistant
Vocational Education Program Area
School of Education
Indiana University
Bloomington, IN 47401

Mr. Donald D. Ruby
Graduate Assistant
Vocational Education Program Area
School of Education
Indiana University
Bloomington, IN 47401
(on leave from Illinois State University)

Mr. Robert South
Graduate Assistant
Vocational Education Program Area
School of Education
Indiana University
Bloomington, IN 47401
(on leave from Ball State University)

Ms. Judy Wong
Graduate Assistant
Vocational Education Program Area
School of Education
Indiana University
Bloomington, IN 47401

STAFF

Ms. Diana Dicus
Coordinator and Account Manager
Indiana University
Bloomington, IN 47401

Ms. Jill Freers
Indiana University
Bloomington, IN 47401

Ms. Susan Schneider
Indiana University
Bloomington, IN 47401

Ms. Barbara White
Indiana University
Bloomington, IN 47401

TABLE OF CONTENTS

LIST OF TABLES xiii

LIST OF FIGURES xv

CHAPTER I: Introduction 1

- Background 2
- Rationale 4
- Historical Perspective 5

CHAPTER II: Nature of the Problem 7

- Purpose and Objectives 7
- Management and Instructional System 8
- Participants 12
- Selection Process 15
- Program Format 18
- Modes of the Consortium Program 20
- Relationship to Existing Graduate Programs 24
- Products of the Program 29

CHAPTER III: Description of Learning Experience 32

- Workshop Calendar 32
- Synergistic Studies 33
- Micro Studies 40
- Contracted Studies 40
- Travel Study 44

CHAPTER IV: Evaluation 50

- Evaluation of 1974 Program 50
- Evaluation of 1975 Program 52
- Summary 66

APPENDIX A: ADVISORY COMMITTEE OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATION PERSONNEL 67

APPENDIX B: PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAMS FOR VOCATIONAL ADMINISTRATIVE PERSONNEL 68

APPENDIX C: PROGRAM ANNOUNCEMENT FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL 72

Table of Contents, continued

APPENDIX D: APPLICATION FOR ADMISSION FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL 73

APPENDIX E: ENDORSEMENT QUESTIONNAIRE FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL 75

APPENDIX F: INTERVIEW QUESTIONS DEVELOPED FOR SCREENING APPLICANTS 76

APPENDIX G: INTERVIEW GUIDE 77

APPENDIX H: PROPOSED MICRO TOPICS 78

APPENDIX I: SAMPLE MICRO STUDY TOPIC FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1975 80

APPENDIX J: PERSONNEL AGENCIES AND TOPICS OF TRAVEL STUDIES 81

APPENDIX K: EXAMPLE MICRO-TOPIC EVALUATION FORM: OBJECTIVES 90

APPENDIX L: EXAMPLE MICRO-TOPIC EVALUATION FORM: OPERATIONAL FACTORS 91

APPENDIX M: EXAMPLE EVALUATION FORM: OVER-ALL WORKSHOP 92

APPENDIX N: PRODUCT EVALUATION INSTRUMENT 93

LIST OF TABLES

Table Page

1. TYPE OF AGENCY REPRESENTED BY PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM.................................. 13

2. PRIMARY EDUCATIONAL OBJECTIVE OF PARTICIPANTS................. 15

3. PARTICIPANT SELECTION CRITERIA FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAMS.. 18

4. CONVERSION OF PROGRAM MODES TO GRADUATE CREDIT INDIANA LEADERSHIP DEVELOPMENT PROGRAM................................ 26

5. EXAMPLE ENROLLMENT PLANS INDIANA LEADERSHIP DEVELOPMENT PROGRAM.. 28

6. ACTIVITY CALENDAR FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1974.. 34

7. ACTIVITY CALENDAR FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1975.. 35

8. MAJOR QUESTIONS CONSIDERED IN THE SYNERGISTIC STUDIES RETREATS, 1974.. 38

9. MAJOR QUESTIONS CONSIDERED IN THE SYNERGISTIC STUDIES RETREATS, 1975.. 39

10. MICRO STUDY TOPICS AND CONSULTANTS, 1974...................... 41

11. MICRO STUDY TOPICS AND CONSULTANTS, 1975...................... 43

12. CONTRACTED STUDY PROJECTS OF 1974 PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM................................ 45

13. CONTRACTED STUDIES OF PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1975...................................... 46

14. TRAVEL STUDY ACTIVITIES OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1974.. 48

15. TRAVEL STUDY ACTIVITIES OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1975.. 49

Table Page

16. SELECT FEATURES OF WORKSHOP EVALUATION INSTRUMENTS............. 53

17. SUMMARY OF EVALUATION RESULTS FOR ELEVEN MICRO-TOPIC SESSIONS: OBJECTIVES.. 55

18. SUMMARY OF EVALUATION RESULTS FOR ELEVEN MICRO-TOPIC SESSIONS: OTHER TOPICS.. 56

19. OVERALL EVALUATION OF WORKSHOPS................................ 58

20. EVALUATION OF THE ATTAINMENT OF THE FIVE PROGRAM OBJECTIVES.... 60

21. LEVEL OF SUCCESS FOR FOUR DELIVERY SYSTEM MODES................ 61

22. LEVEL OF IMPACT ON PARTICIPANTS, INSTITUTIONS AND STATE SYSTEM OF VOCATIONAL EDUCATION...................................... 62

LIST OF FIGURES

Figure Page

1. MANAGEMENT SYSTEM OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM.......... 9
2. GEOGRAPHIC DISPERSION OF SIXTY-ONE PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM.......... 14
3. FOUR LEARNING ACTIVITY MODES OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM.......... 21

CHAPTER I:

INTRODUCTION

The Indiana Leadership Development Programs for Vocational Administrative Personnel were conceived as a means of providing in-service education to meet specific needs and interests of the highest level administrators in the Indiana Vocational Technical Education Delivery System. Activities were designed to achieve the objectives of extending administrative capabilities, enhancing leadership characteristics, and encouraging cooperation among educational agencies.

A consortium of universities within the state of Indiana developed and operated the programs. The consortium approach recognized that the combined resources of the four universities provided the greatest potential for serving the needs of the target group. Two programs were developed and coordinated with existing graduate programs. Thus, the Indiana Leadership Development Programs were two in-service programs operated by faculty of four institutions.

Funds for conducting the leadership programs were obtained from the Educational Professional Development Program of the Bureau of Occupational and Adult Education under Section 553 of the Vocational Education Amendment of 1968. The four universities contributed substantial support and the participants made major financial investments. The Indiana Leadership Development Program was ranked as one of the state's highest priority of the Indiana EPDA grant for the years 1973 and 1974.

While two separate programs were offered, involving separate participants, support, and some change in program management, the two programs were similar in objectives, operating procedures and learning activities. Therefore, the two programs will be reported concurrently in this technical report.

The sections of Chapter I will outline background for developing the Indiana Leadership Development Program, the rationale upon which the program's objectives were developed and historical background on the program's development.

Background

As a result of the Vocational Education Act of 1963 and the Vocational Education Amendment of 1968, substantial expansion of the Vocational Technical Education concept in Indiana took place. Accompanying this expansion was significant growth in the number of students at the secondary and post-secondary levels. A number of secondary vocational schools were developed and post-secondary colleges were created. This expansion and growth necessitated the appointment of numerous administrators within the state. Additionally, administrative positions were upgraded to higher levels within administrative hierarchies of local educational agencies.

The pool of highly trained vocational technical education administrators to fill the positions in secondary and post-secondary level positions was limited. Since a shortage of well-trained administrators existed, upgrading of personnel had to occur. Therefore, many classroom teachers and persons working toward administrative certificates but with limited experience were placed in positions of considerable responsibility. This practice placed a heavy burden on the new administrator to acquire his/her skills on the job in isolation from a state coordinated system and often outside of formal education. The success of the numerous vocational technical administrators is a credit to the quality of people selected for these positions.

The growth and refinement of the vocational technical education system in Indiana was a response to the federal legislation that provided the impetus for stimulating such change. Prior to 1963, vocational technical education in Indiana consisted primarily of classes in Agricultural Education, Home Economics and Trade & Industrial Education. These programs were initially centered in local community high schools in which a considerable number of very small high school units existed throughout the state. At the post-secondary level, there was one post-secondary two-year institution providing occupational preparation.

Today, vocational education at the secondary level has been organized into forty-eight area vocational education districts. The majority of these districts have identified area vocational schools and still others are under consideration. There are 37 Area Vocational Centers located throughout the state receiving numerous students from cooperating schools.

The state legislature generated a statewide technical institute system named Indiana Vocational Technical College. This state system has a central office and fourteen regional centers typically incorporating the major economic centers of the state. Vincennes University continues to offer a diversified associate degree curriculum and serves students from throughout the state. In addition, the state's universities provide a number of associate degree programs.

The administrative structure of vocational technical education in Indiana consists of the State Board of Vocational Technical Education with an executive director. In addition, the State Board employs a staff of eight. The Division of Vocational Education, State Department of Public Instruction, employs a staff of twenty-eight persons serving as state secondary consultants. Under the Area Vocational Center concept the chief vocational officers, titled Vocational Directors, serve in liason capacity to the Division of Vocational Education. Post-secondary institutions have regional campus vice-presidents and a college president. Planning and funding efforts are coordinated from the regional campus and central office facility to the State Board of Vocational Technical Education and other funding agencies.

The structural components of a sound administrative system have been formulated. Persons were employed to staff the positions in the administrative system. However, the need to groom these top level administrators within the secondary and post-secondary level positions was of some concern to vocational leaders in the state of Indiana. Basic management skills and leadership capabilities were in need of polishing and refinement.

Rationale

Underlying the high priority of providing leadership training for top level administrators in vocational technical education were three levels of needs: state, institutional, and individual.

The administrative structure of the secondary and post-secondary levels had been relatively well defined in Indiana. However, close working relationships between the secondary and post-secondary levels and between these two levels and the State Board of Vocational Technical Education was in need of refinement. As established, the two educational levels did little to coordinate the planning of programs, to articulate programs and to analyze and coordinate regional manpower needs. The development of closer working relationships between the three primary agencies, state, secondary and post-secondary, was a major objective requiring considerable attention in the leadership program.

Educational institutions benefit by the quality of the leadership provided to them. Effective and efficient administrative leadership and a better information flow between the state and the school corporation were important considerations for personnel within local educational agencies.

Fundamentally, however, the primary rationale for the development of the Indiana Leadership Development Program was the upgrading of the individual administrator. It is the top level administrative person that has the potential for bringing about change and improving the quality of operations. The administrators in this target population were experienced and brought to their positions introductory levels of formal education in administration. However, seriously lacking was the opportunity to pursue more advanced educational programs directly targeted to administrative personnel in vocational technical education through the higher education institutions within the state. No systematic effort had been planned to provide the upgrading skills that these administrators sought as means of improving their own administrative leadership.

Historical Perspective

The actual formulation of the Indiana Leadership Development Programs was preceded by a year and a half of informal discussions among state department personnel, administrators and representatives of the graduate degree-granting institutions. A key point in these deliberations was attained at a meeting of representatives of the four higher education institutions held in April 1973. Mr. Don Gentry, then Director of the

Division of Vocational Education charged the delegates to this meeting to explore the possibility of a consortium approach to leadership training specifically targeted to the administrators in Indiana. The success of this approach cannot be underestimated. While the teacher training institutions had a close working relationship with the Division of Vocational Education, this mandate set the tone for cooperation among the institutions and established the boundaries under which the program had to be operated.

A four member planning team was named and charged with the responsibility for developing a conceptual model. The model was reviewed and a proposal developed for submission under the Plan of Action for Section 553 funds of the Vocational Education Amendment of 1968.

In summary, the Indiana Leadership Development Programs were conceived as a means of meeting state, institutional and individual needs for in-service education of vocational technical administrative personnel. The priority of this need was of the highest level due to the rapid expansion and growth of vocational technical education in Indiana and as a compliment to the diversified system of secondary and post-secondary education. The foundation upon which the programs were built consisted of three important considerations: 1) the financial support obtained through the Educational Professional Development Act, 2) the mandate of the State Director of Vocational Technical Education, and 3) the spirit of cooperation that was generated among the four participating institutions.

CHAPTER II:

NATURE OF THE PROBLEM

This chapter includes a conceptualization of the Indiana Leadership Development Programs. The chapter will review 1) the purpose and objectives of the programs, 2) the program's management including staff, resources, and contractual arrangements, 3) a description of participants and the selection process, 4) an overview of the programs' design including an analysis of the four components in the delivery system, 5) an analysis of the products developed and 6) the relationship of the formal programs to the graduate programs of the four institutions. A foundation for viewing the specific activities of the programs is developed.

Purpose and Objectives

The purpose of the Indiana Leadership Development Programs for Vocational Technical Administrative Personnel was to provide in-service education to meet specific interests and needs of the highest level vocational technical administrative personnel associated with secondary, post-secondary, and state level agencies within the state of Indiana. Five objectives were formulated to provide a foundation for all in-service education activities. These objectives include:

1) to examine concepts of leadership relative to administration and supervision of vocational technical education programs,

2) to expand understandings of the interdisciplinary concepts of vocational technical education,

3) to formulate sophisticated approaches to conducting, planning, and evaluating vocational technical education programs,

4) to refine competencies which will allow continuous growth in administrative roles.

5) to facilitate positive working relationships among personnel in the three types of agencies.

While the objectives were formulated by the management team, the objectives were reviewed by the programs' Advisory Committee prior to the programs' operation. At the initial meeting of the programs, participants discussed and accepted the list of objectives. Thus, the objectives were planned by both the administrators and the participants in the programs.

Management and Instructional System

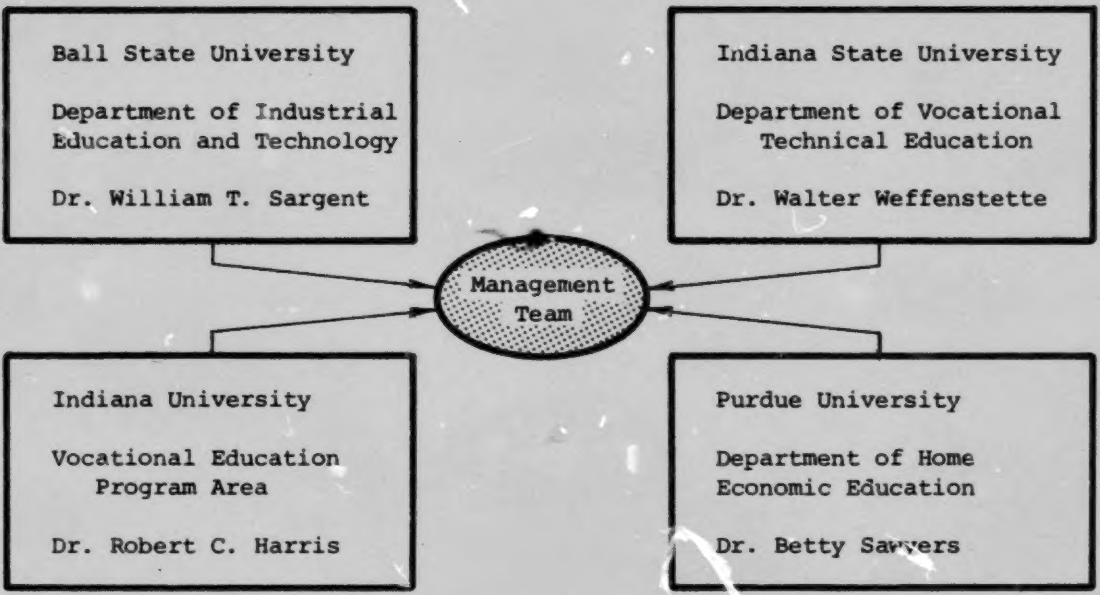
A consortium of four state universities: Ball State University, Indiana State University, Indiana University, and Purdue University was constituted to provide the institutional structure of the programs. The management and instructional system conceived for the programs was developed to accommodate the contractual union of universities.

The primary management and instructional unit of the consortium programs was a management team. The management team, consisting of one member from each of the participating institutions, was selected from the graduate faculty in vocational education from each of the institutions (See Figure 1). In 1975, Dr. Jake Reams, Professor, Department of Industrial Education and Technology, Ball State University replaced Dr. Sargent.

The role of the management team was to plan, conduct and evaluate all phases of the programs' activities. Additionally, management team members were responsible for conducting the recruitment and selection process. As representatives of the four institutions they were responsible for coordinating all activities of the programs with the affiliate institu-

Figure 1

MANAGEMENT SYSTEM OF THE INDIANA
LEADERSHIP DEVELOPMENT PROGRAM


Ball State University
Department of Industrial Education and Technology
Dr. William T. Sargent
Indiana State University
Department of Vocational Technical Education
Dr. Walter Weffenstette
Management Team
Indiana University
Vocational Education Program Area
Dr. Robert C. Harris
Purdue University
Department of Home Economic Education
Dr. Betty Sawyers

tion. These coordinating responsibilities ranged from advising participants regarding graduate degree programs and course enrollments, to serving as liaison with contracting officials regarding budget and expenditures and to coordinating the programs' offering with traditional graduate programs of the institution.

The management team served in a dual role as the instructional team. In this capacity the management team planned all activities, learning experiences, travel seminars, and presentations. If the learning activities involved the inclusion of consultants, the management team personnel served in the role of preliminary planners and program coordinators with consultants. In this capacity, they established objectives, suggested learning activities, and coordinated the planning of the presentation. During the workshop activities, management team members served as coordinators of the session.

To accomplish the dual task of managing the projects and developing the instructional strategy, the management team conducted weekly meetings in a central location. All members commuted to Indianapolis to meet at the Indiana University/Purdue University campus. Some of the success of the programs is attributed to this neutral planning location and the guidelines for meetings established early in the projects' conception. Several of these guidelines are significant and therefore merit brief mention.

1) A meeting calendar, spanning the duration of the projects was established early in the projects.

2) Management team meetings were given the highest priority over other professional activities required by the affiliate institution.

3) Meetings were begun informally with team members having breakfast together in the student union.

4) Agenda were carefully planned and adhered to for all meetings.

5) All management team members carried equal status in the projects.

6) Decisions were reached through discussion and consensus, (voting was not a part of the planning activity).

7) Involvement in the planning of activities was assumed on a voluntary basis, each person assuming his or her share of the responsibilities.

8) A commitment to the success of the projects was made by each member of the project management team.

9) Each member of the management team was expected to participate in all of the programs' activities even though this constituted an overload for all members.

In addition to the management team, the consortium approach recognizes that both human and material resources were readily available through the other university programs. Consultants with expertise in identified areas were utilized for select activities. In some instances a team approach utilizing faculty members from two universities furthered the spirit of cooperation and provided an experience with greater breadth and depth than would have been possible through a single institutional approach.

A second major component of the administrative system was an advisory committee. The advisory committee was composed of ten leading educational administrators within the state of Indiana. The membership included representation of the chief administrators of colleges, universities, school corporations, the State Board of Vocational Technical Education, and vocational administrators (See Appendix A).

The role of the advisory committee was to 1) monitor the operation of the projects, 2) review plans of action at key intervals throughout the programs, 3) provide process evaluations of the activities, 4) serve as a communication link with key agencies throughout the state, 5) provide planning resources to the management team and 6) review the planning and operational processes. Select members of the advisory committee participated in workshop activities both as consultants and observers.

The foundation of the consortium approach was a legal contract among the four participating institutions. Indiana University was recognized as the prime contractor with sub-contracts to Ball State University, Indiana State University, and Purdue University. The smooth operation of these contractual agreements was related to the process by which the agreements were obtained. First, management team members proposed a tentative plan of action, including a budget and proposed sub-contracts. Second, these statements were processed through the four institutions using normal routing procedures. Third, a letter of intent was processed from the chief administrator at each of the institutions. Fourth, these letters were included in the proposal submitted to the funding agency. Fifth, after the proposal was funded and the grant received, sub-contracts were issued to the participating institutions. Sixth, sub-contract agreements were processed through the normal cycle of signatures to obtain approval at all levels.

The sub-contracts provided for personnel, office supplies, secretarial assistance, travel, stipends, and indirect costs. The indirect cost computations were based upon the relationship of the sub-contract's value to the total value of the projects. Each institution claimed expenses periodically and was reimbursed for those expenses through the sub-contractual agreement. The management team members from each of the institutions served as a liaison between Indiana University and the sub-contracting institutions.

The management and instructional system established through the legal contracts of the four consortium institutions and resulting in a management team proved to be a solid working agreement. The dual assignment of management of the projects and coordination of the instructional programs proved to be an efficient means for conducting the projects and established the high level commitment required for the programs' success. The high degree of success resulting from this management concept should be encouraged in other endeavors within our state and elsewhere.

Participants

The target population for the program was intentionally narrow. The population included the highest level vocational technical education administration personnel in secondary schools, post-secondary institutions, the Division of Vocational Education of the State Department of Public Instruction and the staff of the State Board of Vocational Technical Education. Highest level administrative personnel was interpreted to mean the top level administrator within a school system or mid-management personnel under his or her jurisdiction having full responsibility over major programs or functions within the school. Such a definition included the chief school officer as well as such personnel as business managers, directors of guidance, etc.

After rigorous application procedures were administered, participants were selected to provide state-wide representation (See Appendix B). Final composition of the program relative to the type of agencies represented is displayed in Table 1. Perspective on the state-wide geographic representation is displayed on the following map of Indiana (See Figure 2).

Table 1

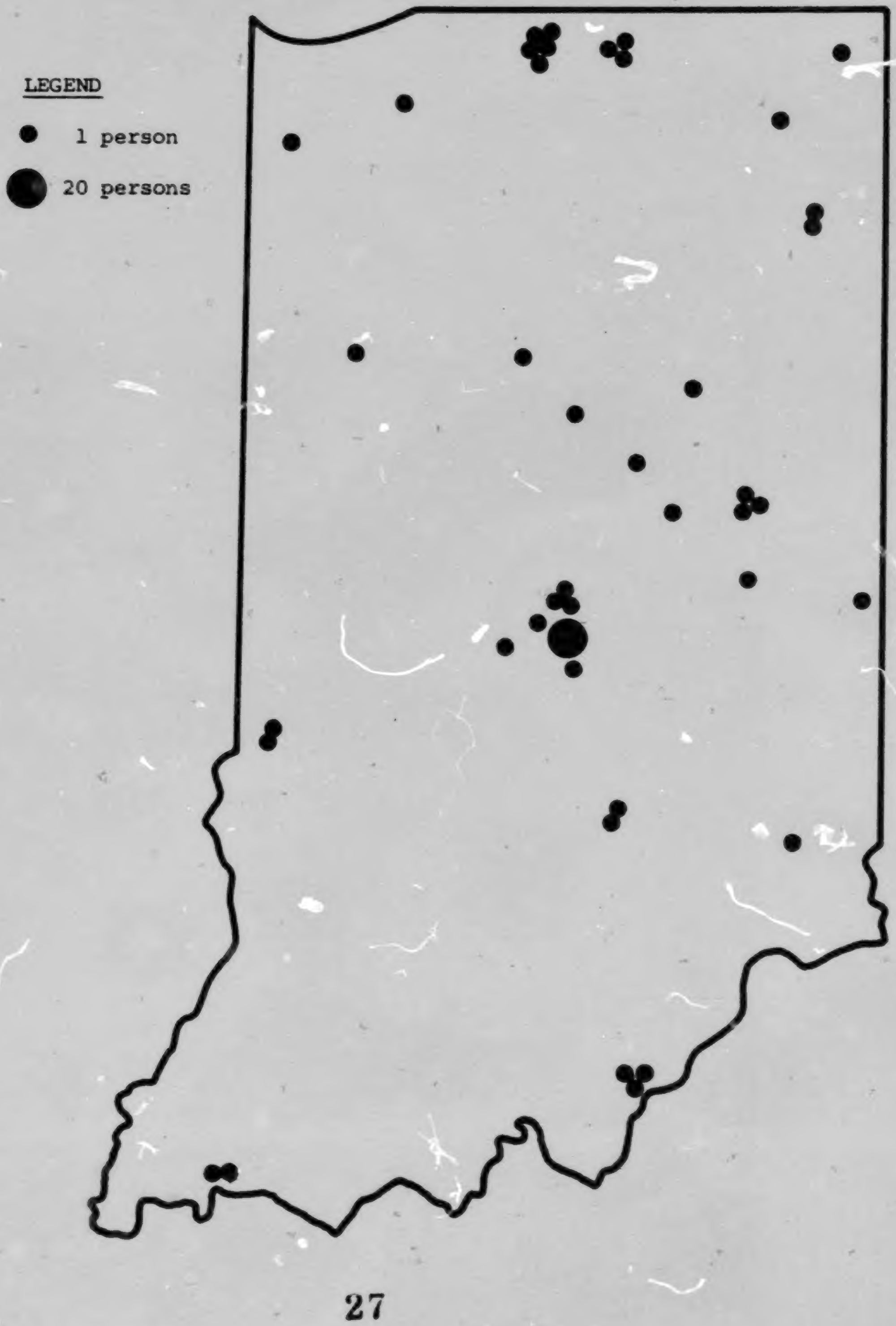
TYPE OF AGENCY REPRESENTED BY PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM

Type of Agency	Number 1974	Number 1975	Total	Total Percent
Secondary	17	12	29	47
Post-Secondary	9	12	21	35
State	5	6	11	18
Total	31	30	61	100

The majority of the participants had completed necessary graduate education requirements for their positions, but were attracted to the programs by the potential of the experience and the opportunity to pursue current

Figure 2

GEOGRAPHIC DISPERSION OF SIXTY-ONE PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM


LEGEND
● 1 person
● 20 persons

study relative to the administration of vocational technical education. Identified in Table 2 are the educational objectives of the participants, two persons dropped from the program during 1974 and one person dropped from the 1975 program. Each year twenty-nine persons completed all phases of the programs.

Table 2

PRIMARY EDUCATIONAL OBJECTIVE OF PARTICIPANTS

Objective	Number 1974	Number 1975	Total	Total Percent
Master's Degree	1	3	4	7
Education Specialist Degree	9	11	20	33
Professional Development only	3	3	6	10
Doctor's Degree	12	9	21	34
Certification: Vocational Director	6	4	10	16
Total	31	30	61	100

Selection Process

The recruitment and selection process was conducted over a four and a half month period and adhered to a carefully developed system. The three phase recruitment and selection process was developed concurrently with the selection criteria and all necessary forms and materials to be used in the process.

A careful definition of the target population from the three agencies to be represented in the programs narrowed the population to a potential of

120 persons in 1974. The population was expanded to 180 persons in 1975. Recruitment materials consisting of 1) an attractive brochure (See Appendix C), 2) a memorandum describing the program and subsequent procedures, and 3) a request for additional information card were mailed to the potential participants population.

The second phase of the selection process included mailing of a set of materials to all persons requesting additional information. In 1974, ninety-one (91) people from the total population requested such additional materials. In 1975, this number was seventy-two (72) persons. These materials included 1) a detailed description of the program with questions and answers on key points, 2) a memorandum outlining the steps to be taken if a formal application was to be submitted, 3) an Application for Admission to the program (Appendix D), and 4) Endorsement Questionnaire to be issued to persons willing to write recommendations for the applicants (Appendix E). Seventy-two (72) and sixty-one (61) formal applications were received from the target population. Confidential files were maintained on applicants and duplicate materials were filed in each of the university offices.

A third phase of the selection process involved the conduct of personal interviews with all applicants meeting the criteria in the definition of the target population and having completed application materials. After careful screening of the application materials, fifty-nine (59) and fifty-six (56) applicants were found to be eligible for the interview phase in the respective years of 1974 and 1975. The interviews were conducted over four days and evenings. Each interview was designed to last twenty-five minutes with five minutes provided for the interviewers to rate the applicant. Each member of the management team participated as a panel member in the interview process.

Participants received notification of the interview time and date in addition to an outline of the interview process. A set of standardized interview questions was developed by the management team and provided the structure for the interview (Appendix F). A standardized interview rating system was applied to the evaluation of the applicant following the interview (Appendix G).

Following the interview process, the management team convened to review all applicants. Pre-established criteria consisting of eleven factors were applied in the selection process (See Table 3). The final selection process involved the review of the applications, review of the Endorsement Questionnaires, and review of the rankings of applicants upon the interview rating scale. Information on these three information forms was applied against the criteria. In the selection process it was necessary to use only one through nine.

Thirty participants were selected and eight alternates representing various types of agencies were identified for each year. Invitations were mailed to the initial thirty selectees. Also each year, twenty-nine persons confirmed their interests in participating in the program. One alternate was invited to participate each year. The Director of the Division of Vocational Education was granted an affiliate membership (no financial support).

Interest in the programs was very high. The rigid recruitment application and selection process outlined above aided measurably to providing the equitable treatment of all persons interested in participation. The integrity of the selection process and the careful treatment of the applicants' materials helped to establish the Indiana Leadership Development Programs as a valued activity. A valued or prestige image contributed measurably to a person's desire to identify with the projects and to establish program activities at a high priority level.

Table 3

PARTICIPANT SELECTION CRITERIA FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAMS

ITEM RANK	CRITERIA
1	Membership in the target population
2	Representation: Post-secondary, Secondary, State Educational Agency
3	Representation: Attendance balance between four consortium institutions
4	Focus of individual's educational need in relationship to the person's potential contribution to local and state leadership
5	Commitment to the projects' plan & time schedule
6	Demonstrated and/or potential leadership ability
7	Desire for developing harmonious relationship with three agencies
8	Representation: Statewide geographic distribution
9	Administrative position of multiple program responsibility and/or large single program
10	Professional image (e.g. communication skill)
11	Corporation Quota (e.g. one person per school corporation)

Program Format

The Program designed to provide in-service education for a select group of Indiana vocational technical administrators was atypical to other graduate programs. Uniqueness was required in 1) the form of the curricula, 2) the type of setting used to conduct the activities, 3) the nature of the activities and 4) the responsibilities of the management personnel who conduct the activities. These unique features were mandated by the types of interests and previous experiences that the administrators brought to the programs, by the consortium approach as a delivery system and by consideration of the on-going professional responsibilities of the participants.

A one-year program of intensive workshops was conceived as the most appropriate means of structuring the delivery system. The workshops varied in length from two to five days and were held in select inns and lodges located throughout the state. Since the location of the workshops required that the majority of the participants travel, overnight lodging and learning activities conducted on a full day program were an important feature of the workshops. The retreat concept represented an important departure from traditional educational approaches in several respects.

1) The learning was viewed as full day activity (14 hours) as opposed to one to several hours.

2) All activities including meetings, informal sessions, and meals were orchestrated in such a way as to lead toward the achievement of the purposes of the workshop.

3) The learning experiences were viewed to be intact learning sessions in which all phases of the learning activity were to be accommodated during the workshop.

4) Meeting room organization was planned to be a conference style with a large meeting table. Sub-section meetings were also of conference type.

5) Instructional leadership was a team effort that included not only members of the management team but participants and consultants.

6) Informal activities were planned as an important learning experience for achieving the programs' objectives. These informal activities ranging from coffee hours and dinners to evening programs were designed to bond participants into a close union.

7) Concurrent planning sessions were an important element in the continuing flow of the workshops. While preplanning of activities was essential, a fluid attitude toward planning and alteration of early plans was necessary.

8) Full participation was expected of the administrators and management team personnel.

9) A continuing flow of communication through the mail and by telephone occurred between workshop periods.

10) The focus of all education activities was the application of information to resolve problems.

11) Every effort was made to reduce role or institutional identity among participants and management team personnel.

12) The workshops brought people together in a unique forum to discuss problems and issues without the need to represent an agency perspective.

Modes of the Consortium Program

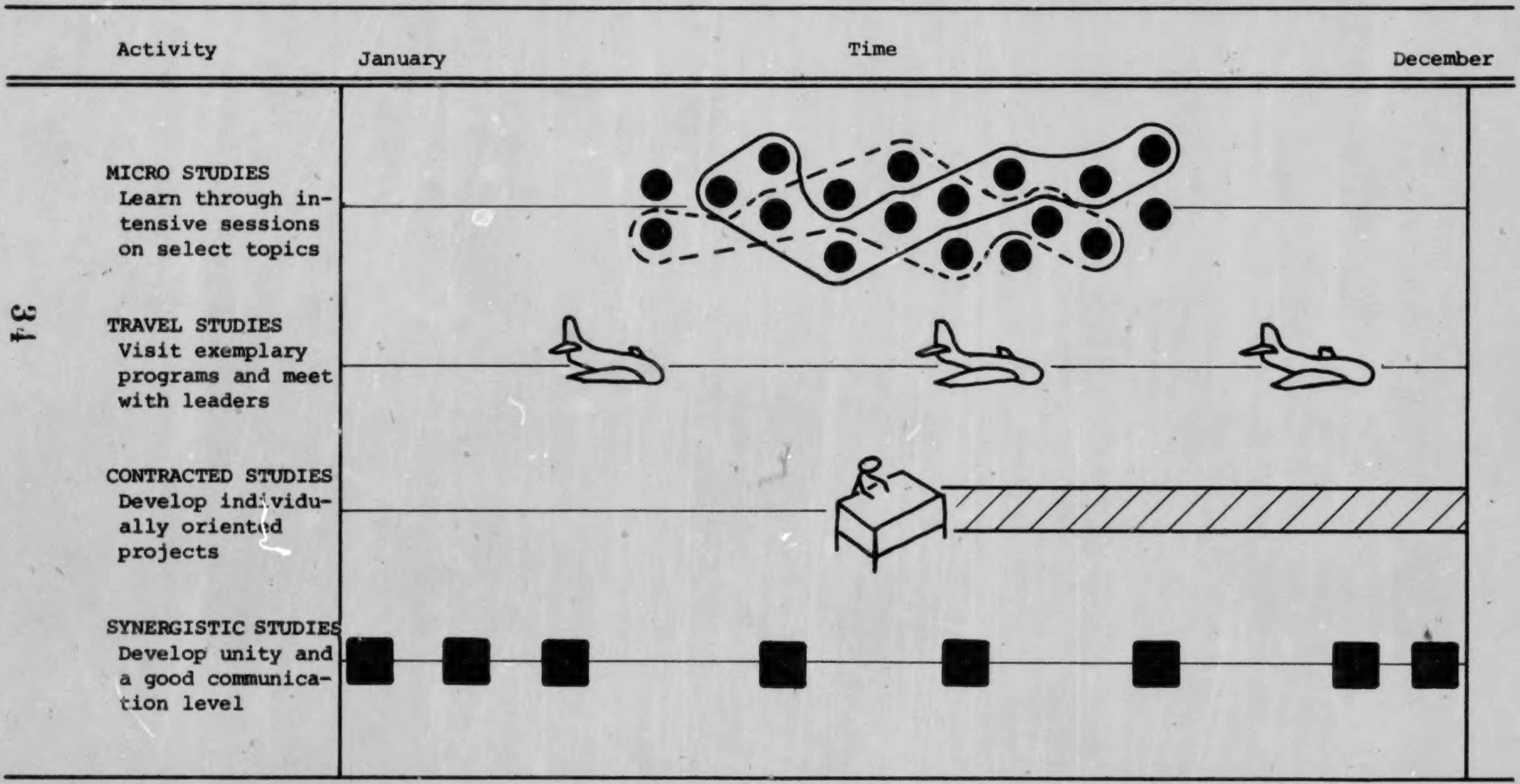
The two one-year in-service programs were conceived as single, integrated programs. However, the activities were planned to be consistent with one of four modes (See Figure 3).

Synergistic Studies focused on extending lines of communication and clarifying or resolving issues relative to vocational-technical education in Indiana. Workshops and weekend retreats involved all participants and management team members. Outside resource personnel were included only in limited instances. While the majority of the synergistic workshops were devoted to the theme of the "identification and clarification of issues of vocational technical education in Indiana," other retreats were devoted to 1) orientation and planning, 2) group dynamics, 3) communication skills, and 4) clarification of the perceived missions of each of the agencies represented by the participants.

The discussion of issues in vocational technical education provided the background of the synergistic program. Six critical issues relative

Figure 3

FOUR LEARNING ACTIVITY MODES OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM


Activity
Time
January
December
MICRO STUDIES
Learn through intensive sessions on select topics
TRAVEL STUDIES
Visit exemplary programs and meet with leaders
CONTRACTED STUDIES
Develop individually oriented projects
SYNERGISTIC STUDIES
Develop unity and a good communication level

to the state's vocational technical education program were discussed in the synergistic program using an advocate team analysis and presentation. The advocate team approach was designed to include the discussion of six major questions. Each task force assigned to a topic was charged with the responsibility of studying the elements in the issue or question and developing appropriate position statements relative to the questions. While many of the participants held strong positions on the questions, the preparation of statements and presentations did not necessarily coincide with the positions held by the presenters. This approach to focusing on questions and of selecting positions to be presented forced the administrators to look at alternative positions to their own. The approach allowed better insight into the reasonableness of all positions. Finally, after all sides of a question had been presented, the same task force was charged with the development of a white paper or single position that represented a proposed and consensus position relative to the question. Agreement was reached through lengthy dialogues following the paper presentations. Participants and management team members reached consensus on the key issues discussed.

Micro Studies were short units of instruction, intensive in nature, specifically designed to enhance administrative capabilities. Micro topics drew upon the unique skills and expertise of university personnel and consultants. Presentations ranged in length from two to twenty-six hours and focused upon extending practical administrative skills as opposed to theoretical positions.

The management team developed a tentative list of micro topics that was refined through the delphi techniques by both participants and advisory committee members. The potential micro topics identified are listed in Appendix H. An expression of interest in these micro topics was obtained and subsequently a more limited list was developed. From this second list of micro topics each participant chose nine topics. The flexibility in total micro topics selected by participants is indicated in Figure 3 by the dark and solid lines. A micro topic meeting typically involved as few as six persons and as many as eighteen. In one instance all participants attended. The topics were matched for length and two to three topics were offered concurrently to allow administrators to participate in several programs during a workshop. A technique for scheduling the topics was developed that maximized participation by placing topics with the least selection overlap in concurrent sessions.

Contracted Studies allowed participants to select an individually oriented problem associated with their specific administrative role. The participant working in conjunction with a faculty member from one of the four universities conceived, developed and presented his/her project. Through contracted studies the participant could draw upon the resources of other administrators within the program and the management team during the developmental process. Typically, the topics chosen were closely related to major responsibilities or immediate tasks that needed to be achieved by the administrator. The minimum expectation in time was forty-five hours of outside work. It was possible for several participants to coordinate their contracted study efforts or to undertake an essential group project. However, the concept allowed individual activity at convenient times with assistance from consultants if desired.

Travel Seminars were designed to acquaint participants with exemplary programs in surrounding states and to facilitate communication with personnel of ancillary services and administrative offices on a regional or national basis. Three travel seminars were planned. The travel activities involved seminar discussions, formal presentations, tours of facilities, and informal activities.

The curricula of the Indiana Leadership Programs while consisting of four diverse modes; synergistic studies, micro studies, contracted studies, and travel studies, maintained consistency in the theme for sound communication among participants and management team members during all activities. The sites in which the programs were held and the retreat approach contributed toward a feeling of comradery. In all aspects, the activities and content of the four programs were directed toward the future. The administrators either discussed programs of the future, debated possible solutions to problems, acquired new administrative skills, developed solutions to problems faced in their administrative roles or made contacts with personnel in important agencies located throughout the United States. This emphasis on the future recognized the numerous resources administrators brought to these educational programs. Through these personal attributes and the resources brought to the retreats, the programs sought to upgrade administrative competencies and develop statewide leadership.

Relationship to Existing Graduate Programs

An important feature of the Indiana Leadership Development Programs was the coordination of the four modes of the consortium's program with existing graduate programs of the four universities. Of major importance also was the latitude exercised by the management team in stressing the concept that the consortium programs were a unified system of activities in contrast to a series of discrete courses of the four universities.

A careful analysis was made of the activities in all modes of the consortium program. This analysis was synthesized with courses or existing graduate programs. It was found that proposed activities in the four modes of the consortium program closely paralleled course outlines and topics of existing courses within the four institutions (See Table 4). Therefore, it was not necessary to develop special courses for the consortium programs. Through proper assignment of existing courses to the programs' activities, a synthesis of existing graduate courses of the four institutions was provided. The same array of courses were maintained for the two programs except that seminar in industrial education was used in place of seminar in home economics during the 1974 program.

A fundamental difference between the two consortium programs and existing graduate courses, however, is the emphasis of the consortium program as four totally integrated modes of learning activity. Clear distinctions between the four modes were not intended and efforts to draw sharp lines of distinction were discouraged. This concept differs markedly from existing graduate programs where courses are thought to be discrete entities and planned articulation between courses is often limited.

A third point cautioning an interpretation of the relationship between traditional programs and consortium program activities is the emphasis on the level of instruction and the anticipated performance level of the participants. Although the content of the courses was similar, the presentation both in terms of depth and interaction was appropriately higher and therefore consistent with interests and educational level of the persons involved. Efforts were made to accommodate previous educational backgrounds and knowledges gained through personal experiences. Therefore, while topics may appear similar in a course outline, the depth pursued on those topics was often appreciably higher for the consortium programs.

Participation in a leadership consortium program provided eighteen semester hours (or twenty-seven quarter hours) of graduate credit applicable

Table 4

CONVERSION OF PROGRAM MODES TO GRADUATE CREDIT
INDIANA LEADERSHIP DEVELOPMENT PROGRAM

Program Mode	University	Course Number	Course Title
MICRO STUDIES Learn through intensive sessions on select topics	Ball State	IED 592	Supervision and Administration of the Vocational and Practical Arts
	Indiana	V 522	Administration and Supervision of Vocational Education
	Purdue	ED 591	Accountability and Evaluation of Vocational Education
	Indiana State	VT 671	Philosophy of Industrial-Vocational-Technical Education
SYNERGISTIC STUDIES Study problems and issues and develop good communication levels	Indiana	V 525	Problems in Vocational Education
	Indiana State	VT 679	Problems in Vocational Technical Education
	Ball State	IED 598	Seminar in Industrial Education
	Purdue	ED 668	Seminar in Vocational Home Economics
CONTRACTED STUDIES Research and develop resources to individual administrative problems	Ball State	IED 597	Independent Study in Industrial Education
	Purdue	ED 590	Individual Research Problems
TRAVEL STUDIES Visit exemplary programs and meet with leaders in establishing good	Indiana State	VT 603	Topics and Experiences in Vocational-Trade-Technical Education
	Ball State	IED 597	Independent Study in Industrial Education
	Indiana	V 505	Workshop in Vocational Education

to the Master's degree, Six-year certificate, Specialist in Education degree, or Doctoral degree.

Each participant enrolled for a total of nine semester hours or equivalent quarter hours at two of the four institutions. With this arrangement, the minimum class size requirement of the university was met. Sample programs for participants are briefly outlined in Table 5.

While considerable effort was devoted to harmonizing the consortium programs with existing graduate programs, many of the procedures normally associated with graduate school admission and enrollment were waived or liberally interpreted. These altered procedures speak favorably to the flexibility of university systems and of the willingness of key administrative personnel to entertain alternative educational approaches. These exceptions are worthy of special notation.

1) Admission requirements: Through liberal interpretation of admission requirements, all participants were permitted to enroll for course credit prior to establishment of graduate study status within the two universities. Review and approval of participant transcripts occurred after class registration.

2) Off-campus registration: Participants registered for classes during the first consortium activity of the coinciding semester or quarter and any usual off-campus restrictions were waived.

3) Late fee: The customary fee for late registration was waived because it was impossible to coordinate the activity schedule of the consortium program with the class schedules of the four universities.

4) Extension-transfer credit: Activities of all components of the consortium program were conducted off-campus. However, no extension or transfer credit restrictions were imposed upon the participants as they applied the credit in the consortium courses to a graduate program of any participating institution.

5) Library services: All participants were provided unrestricted use of libraries at the four universities even though they were enrolled in courses at only two institutions.

Table 5

EXAMPLE ENROLLMENT PLANS
INDIANA LEADERSHIP DEVELOPMENT PROGRAM *

INDIANA UNIVERSITY/PURDUE UNIVERSITY

University	Course	Credit Hours
	Spring 1974	
Indiana University	V 522	3
Purdue University	ED 591	3
	Summer 1974	
Indiana University	V 525	3
Purdue University	ED 590	3
	Fall 1974	
Indiana University	V 505	3
Purdue University	ED 668	3

BALL STATE UNIVERSITY/INDIANA STATE UNIVERSITY**

University	Course	Credit Hours
	Spring 1974	
Ball State University	IED 592	4
Indiana State University	VT 671	3
	Summer 1974	
Indiana State University	VT 679	3
Ball State University	IED 597	4
	Fall 1974	
Ball State University	IED 597	2
Indiana State University	VT 603	3
Ball State University	IED 598	4

---

* All participants will complete 18 semester hours or 27 quarter hours of credit

** Ball State University course credit stated in quarter hours; other university course credit stated in semester hours.

Clearly, one of the most attractive features of the Indiana Leadership Development Programs was the flexibility of the university regarding typical procedures and the application of the consortium approach as an alternative to traditional graduate education programs. Participants clearly viewed this alternative approach as a superior educational method of accommodating their professional interests and providing a level of educational opportunity consistent with their occupational needs. The positive reception by the participants of these alternatives has encouraged all participating institutions in the consortium to explore other alternative educational means for reaching educational practitioners.

Products of the Program

The emphasis of the programs was clearly on the training of personnel in contrast to curriculum product development. While the major portion of the programs was devoted to communication primarily through the sharing of ideas, debate over problem solutions, the examination of roles, and the clarification of missions of other agencies; a portion of the program was directed toward the acquisition of new learning experiences. In this regard, some educational products were developed. In all cases consultants were advised that materials to be used by administrators would be an important asset during their presentations. Some of the consultants prepared papers or materials for the participants. Outlined below are the major products.

Program Budgeting Handbook. Mr. Andy Arizalla of the Arizalla Corporation, Ann Arbor, Michigan, developed an excellent workbook on Program Budgeting. This comprehensive document of over 200 pages provides a step by step analysis of program budgeting and specifically discusses the major components of the system. In addition, examples for conducting budgeting activities are provided.

Program Evaluation Workbook. Dr. Tim Wentling and Mr. Al Phelps of the University of Illinois, Urbana, Illinois, developed a training manual for their presentation on program evaluation. The manual includes topical discussions on key issues relative to program evaluation, discussion of learning activities and a programmatic approach to conducting a workshop.

Proposal Writing Handbook. Dr. Robert Harris, Indiana University, Bloomington, Indiana, developed a manual for writing proposals. This handbook directed toward writing proposals for fundable research projects includes a discussion of proposal writing techniques, major considerations, a check list of important topics to be covered within sections, a detailed analysis of techniques for writing budget notes, and an example proposal.

Concepts of Authority. Dr. Lloyd D. Nelson and Dr. William T. Sargent, Ball State University, Muncie, Indiana, developed an excellent paper on the source of administrative authority. The paper suggests the variety of decision responses and their relationship to four sources of authority: authority of expertness, legal authority, delegated authority and ethical authority. The paper suggests basic principles or actions consistent with proper authority.

Job Placement Materials. Mr. Raymond Wasil, Columbus, Ohio, developed a manual and miscellaneous materials appropriate for establishing and operating a job placement office in a school setting. The material includes procedural information, forms and promotional brochures.

Program Promotion Portfolio. Dr. Nellie McCannon, University of Wisconsin, Madison, Wisconsin, developed a portfolio for use as a handbook on program promotion activities. The portfolio outlines procedures, provides tips on development of materials for select media and provides examples of promotional materials.

The products of participants' contracted studies constitute a most significant source of materials. While the specific contracted study topics will be presented in a later section of the report, a few items can be noted to indicate the variation and relevance of the topics selected. The contracted study projects include 1) A PERT analysis of occupational curriculum development for courses in post-secondary education, 2) an analysis of the State Department's MBO system and 3) a guide for writing performance objectives as a basis for teacher evaluations.

The contracted study projects developed by individuals could be shared with all administrators and management team personnel in the programs. These projects represent an important contribution to facilitating the fulfillment of administrative responsibilities. The materials developed by the consultants constituted important resources for conducting educational programs within the graduate schools and may be adaptable to other institutions.

CHAPTER III:

DESCRIPTION OF LEARNING EXPERIENCES

A description of the specific learning experiences provided through the four-phase program of synergistic, micro, contracted, and travel studies will be outlined in Chapter Three.

Workshop Calendar

The in-service educational programs were planned to be one year in duration. Since the majority of participants had to travel some distance to attend workshop meetings, two priorities emerged: 1) consolidation of the activities into as few meetings per year as possible but with continuity and 2) identification of meeting sites in select locations around the state to minimize the travel of any one participant. The calendar was planned to include at least one meeting within any four-week period. This frequency provided the continuity that seemed essential to maintain good communication among the participants. The proposed calendar was planned not to conflict with the programs of any of the three agencies, therefore maximizing participation of the administrators.

The workshop meeting dates were coordinated with the four-phase modes of the programs: synergistic studies, micro studies, contracted studies, and travel studies. Since the four modes differed considerably in their approach and topical emphasis, it was essential to provide a blend of these activities within the workshops, thus assuring continuity of the four modes throughout the program. Specific topics to be included in micro studies were planned early in the program by both participants and management personnel. Future synergistic activities were planned as a function of the initial synergistic workshop.

The type of activity was harmonized with the meeting sites. The type of facilities clearly established the atmosphere in which the topics were to be presented. An outline of the activities including: 1) dates, 2) number of days, 3) modes of study, 4) training facility, and 5) location of activity is presented in Tables 6 and 7.

Synergistic Studies

Synergistic studies were conceived as an appropriate method for utilizing the talents and resources of the group of vocational leaders selected for the project. Further, this phase of the program sought to establish a higher level of communication among the participants than previously existed. The term synergism, which connotes a whole greater than the sum of its parts or an effect greater than the sum of a single effect, was chosen to describe the interaction and results expected from the select group of persons.

It was expected that this method and its resources would develop a group force that would benefit the individual members by increasing and enhancing their leadership skills. Some of the expected benefits to individuals included: extending self concepts in leadership, clarifying positions in vocational technical education, improving communication skills, extending management skills, and reinforcing the concept of the leader as a change agent. Through these individual attainments an expectation of raising the level of communication on important issues and problems in Indiana was foreseen.

The synergistic studies portion of the program was divided into two rather discrete phases. Phase one was designed to expand communication

Table 6

ACTIVITY CALENDAR FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1974

Date (1974) Month/Day	Number of Days (34)	Mode of Study	Facility	Location*
01/18 - 19	1 1/2	Synergistic	Roadway Inn	Indianapolis
02/1 - 2	2	Synergistic	Kitzelman Center	Muncie
02/22 - 23	2	Synergistic	Ramada Inn	Indianapolis
03/15 - 16	2	Synergistic	Ramada Inn	Nashville
04/25 - 27	2	Travel	Harper College	Chicago, Illinois
05/10 - 11	1 1/2	Micro	Area Vocational School	Indianapolis
05/24 - 25	2	Synergistic	Ramada Inn	Indianapolis
06/7 - 8	1 1/2	Micro	Area Vocational School	Indianapolis
06/26 - 29	3 1/2	Micro	Inn of the Four Winds	Bloomington
07/12 - 13	2	Contracted	Ramada Inn	Indianapolis
07/17 - 18	2	Travel	Center for Voc. Tech. Ed.	Columbus, Ohio
07/26 - 27	1 1/2	Micro	Area Vocational School	Indianapolis
08/10 - 11	1	Contracted	Marriott Inn	Indianapolis
09/13 - 14	1 1/2	Micro	Area Vocational School	Indianapolis
09/27 - 28	2	Synergistic	Brown County Inn	Nashville
10/11 - 12	1 1/2	Micro	Sheraton Inn	Indianapolis
10/23 - 24	2 1/2	Travel	Quality Inn - USOE/AHEA	Washington, D.C.
11/8 - 9	1 1/2	Micro/Contracted	Area Vocational School	Indianapolis
11/15	1/2	Contracted/Synergistic	Ramada Inn	Indianapolis

*Indiana unless noted

Table 7

ACTIVITY CALENDAR FOR THE INDIANA LEADERSHIP
DEVELOPMENT PROGRAM, 1975

Date (1975) Month/Day	Number of Days (31)	Mode of Study	Facility	Location*
01/24	1	Synergistic	Pilgrim Inn	Indianapolis
02/6 - 8	3	Synergistic	Brown County Inn	Nashville
03/7 - 8	2	Micro	Hilton Inn	West Lafayette
04/10 - 12	3	Micro & Synergistic	Ramada Inn	Indianapolis
05/14 - 16	3	Travel	Holiday Inn	Lavonia, Michigan
06/17 - 21	5	Micro & Synergistic	Inn of the Four Winds	Bloomington
07/23 - 25	3	Travel	Howard Johnson	N.C./Texas/Florida
08/22 - 23	2	Micro	Marriott Inn	Fort Wayne
09/18 - 20	3	Synergistic	Brown County Inn	Nashville
10/22 - 24	3	Travel	Quality Inn - USOE/AVA	Washington, D.C.
11/21 - 22	2	Micro	Hilton Inn	West Lafayette
12/18	1	Synergistic	Hilton Inn	West Lafayette

*Indiana unless noted

skills and develop comradery among the participants. Phase two was devoted to the exploration of positions and possible resolutions to problems in Indiana.

The first phase of synergistic studies was devoted to what might be termed "ice-breaking activity." In this phase of the programs, specific experiences were planned to bring people together through informal communication techniques and to gradually build upon these communication skills until a level of comfort was reached regarding issues and problems that had previously polarized the administrators in the group. The initial retreat was devoted to modest sensitivity training involving 1) getting to know one another, 2) learning to listen, 3) learning to express oneself, and 4) becoming aware of communication modes other than the typical verbal mode. Intermingled in these intense sessions were games involving communication skills. Role playing was an essential part of the activity. Consultants trained in communication skills conducted the two sessions devoted to these early communication training sessions.

Building upon these early communication skills, the next stage in the communication process involved the careful delineation of the administrators' perceptions about the three agency's roles and their responsibilities within the various agencies represented in the projects. Techniques learned in previous retreats regarding listening and open expression were employed. All activities were conducted within a group orientation. At no time was an individual allowed to stand alone in the defense of his/her institutional position. No attempt was made to change one's position since the sole purpose of these activities was to gain clear understanding about the exact mission of the agency being represented. Needless to say, many myths were put to bed during this sharing process.

After successfully completing these introductory communication phases, the participants were charged with the responsibility of identifying major problems and issues confronting vocational technical education in Indiana. Initially, working as small groups, the participants did brainstorming on possible topics. Reports on these sessions were synthesized in the total group meeting. Finally, a long list of problems and issues confronting all levels of agencies within the state was identified. Considerable discussion followed as the participants attempted to establish priority and reach consensus on the importance of the issues to be resolved.

A format of the analysis process was presented by the management team. Essentially, the strategy to be used in the analysis process included an advocate team presentation. The participants were divided into equal groups. Each group analyzed all dimensions of a topic and identified the key positions to be taken on that question. After identifying key issues, each member of the group was assigned the responsibility to develop an advocate position on the topic in an attempt to persuade the entire group towards his/her position. These presentations of approximately fifteen minutes were written and presented during later retreats.

The advocate presentations followed essentially four phases: 1) the topic was analyzed and presentation topics developed, 2) each participant presented the position before the entire group, 3) after all formal presentations on a question were presented, the entire group discussed at length the merit of the positions, 4) the advocate group making the presentation was charged with the responsibility of developing a white paper to present a single position that was a synthesis of the total group's position as well as accommodating finely developed points in their presentation. The white paper was a positive statement; a clear objective for action as a means of resolving the problem existing in the state. A brief sketch of the six topics is presented in Tables 8 and 9.

Table 8

MAJOR QUESTIONS CONSIDERED IN THE SYNERGISTIC STUDIES RETREATS, 1974

Topic	Question or Objective
Topic One	What is the most appropriate state administrative structure for effectively managing a total system of vocational technical education in Indiana?
Topic Two	What is the most appropriate comprehensive delivery system for the state of Indiana?
Topic Three	What is the proper balance between manpower needs and personal training needs as the basis for planning vocational technical education programs?
Topic Four	What geographic definition most appropriately describes the focus for planning vocational education programs?
Topic Five	Should vocational technical education be a single system or should post-secondary and secondary education be separately constituted?
Topic Six	What agency should be responsible for providing adult vocational technical education programs to the citizens of Indiana?

Table 9

MAJOR QUESTIONS CONSIDERED IN THE SYNERGISTIC STUDIES RETREATS, 1975

Topic	Question or Objective
Topic One	What agency should be responsible for conducting adult vocational education programs?
Topic Two	Is regional cooperative planning of vocational technical education programs a viable basis for program developments and operation?
Topic Three	What would be the most efficient and effective delivery system for vocational technical education in Indiana?
Topic Four	Is it for the advantage of the citizen of Indiana that a single state agency govern total vocational technical education be created?
Topic Five	How can the positive image of vocational technical education in Indiana be promoted?
Topic Six	What method to develop the state plan for vocational technical education should be used to maximize local agency inputs?

Participants readily assumed leadership in these activities. Considerable work was completed outside of the retreat or workshop atmosphere as participants conducted thorough investigations of their position and tuned their presentations to a high level. A common feeling seemed to pervade the synergistic retreats: "That for the first time leaders in Indiana were getting down to earth and talking face to face and calling it like it is."

Micro Studies

Micro studies were short units of instruction highly specific and intensive in nature and designed to address high frequency administrative concerns identified by the participants. Sessions were conducted by recognized experts as consultants and were dispersed throughout the ten-month programs. Individual topics ranged in length from two to twenty-six hours. Topics were matched in length to allow participation in several micro studies during a workshop. Two micro study topics were concurrently scheduled. Objectives of the micro topics were developed by the management team in conjunction with consultants. A sample set of objectives for a micro topic is included in Appendix I. The learning activities designed to achieve the objectives stressed application of the concepts and involved role playing, simulation, and seminar techniques. The final selection of topics was achieved by application of a two iteration delphi technique. Depicted in Tables 10 and 11 are a list of the micro topics and consultants.

Contracted Studies

Contracted studies provided an opportunity for participants to engage in individual or group productive activity. These group or individual activities were designed to extend expertise of the participant in an area important to his/her administrative role.

Table 10

MICRO STUDY TOPICS AND CONSULTANTS, 1974

Topic	Consultant
Development, Maintaining and Assessing Staff Morale	Dr. George Marconnit Professor Educational Administration and Supervision Ball State University
Program Visibility and Promotion Techniques	Mr. Gary Kurtz Assistant Director Public Relations Eli Lilly Co.
Models for Counseling, Testing and Selecting Students	Dr. Raymond Boyer Director of Pupil Personnel Indiana Vocational Technical College Terre Haute, Indiana and Dr. Jerry Dudley Director Career Education Center Indiana University
Program Planning Budgeting Systems	Mr. Andy Arizalla President Arizalla Corp. Ann Arbor, Michigan
Securing Extra Dollars/ External Sources of Funds	Dr. Robert Harris Associate Professor School of Education Indiana University
Inventory Depreciation Policies and Techniques	Dr. William T. Sargent Professor Industrial Education and Technology Ball State University
Curriculum Cluster Studies	Dr. James P. Lisack Office of Manpower Studies Purdue University
Budgeting Techniques	Dr. Robert E. Munsterman Professor Division of Education Purdue University

Competency Based Teacher Education	Dr. Charles Doty Professor Vocational and Technical Education Rutgers University
Staff and Course Evaluation Techniques	Dr. James O. Derry Assistant Director Measurement and Research Center Purdue University
Trade Unions--A Look at Their Perspective	Mr. Max F. Wright Executive Director Indiana AFL-CIO Indianapolis, Indiana
The Law and You: Affirmative Action	Dr. Ronald Bouchard Administrative Assistant to President Ball State University Muncie, Indiana and Dr. James Marine Assistant Dean of Student Programs Ball State University Muncie, Indiana
Authority for Decision Making	Dr. William T. Sargent Professor Industrial Education and Technology Ball State University and Dr. Lloyd P. Nelson Dean School of Industrial Education & Technology Ball State University
Staff Morale: Get It and Keep It	Dr. John Vaughn Associate Professor School of Education Indiana University
Group Communication Skills	Dr. Jay Thompson Professor College of Education Ball State University and Dr. Allen Dye Professor Division of Education Purdue University

Table 11

MICRO STUDY TOPICS AND CONSULTANTS, 1975

Topic	Consultant
Communication/ Administrative Roles	Dr. Allen Dye Professor Division of Education Purdue University
Staff Morale	Dr. James Jimerson Professor Industrial Management Purdue University
Staff Evaluation	Dr. Richard Nasstrom Professor Division of Education Purdue University
Securing External Research Funds	Dr. Robert Harris Associate Professor School of Education Indiana University
Planning Facilities and Programs	Mr. Lavon Miller Director of Buildings and Grounds Fort Wayne Public Schools Fort Wayne, Indiana
Authority for Decisions	Dr. Lloyd Nelson Dean College of Fine and Applied Arts Ball State University and Dr. William T. Sargent Professor Industrial Education and Technology Ball State University
Placement Services	Mr. Ray Wasil Director of Guidance and Testing Department of Education State of Ohio
Coping with Tension	Dr. Ron Baker Associate Professor Counseling and Guidance Indiana University

Accountability/Program Evaluation	Dr. Tim Wentling Assistant Professor Industrial Education Department University of Illinois and Mr. Al Phelps Research Associate Industrial Education Department University of Illinois
Program Budgeting	Mr. Andy Arizala President Arizala Corporation Ann Arbor, Michigan
Student Recruitment/ Counseling	Dr. Jerry Wiercenski Assistant Professor Department of Industrial Education Purdue University
Making Media Work for You	Dr. Nellie McCannon Professor of Agricultural Journalism and Coordinator of Home Economics Committee University of Wisconsin

---

Production of usable products or a position statement was the intended outcome of the contracted studies experience. The participants determined the scope of the problem to be investigated and established the boundaries or definitions of the final product. Consultants and management team members supervised the contracted study activity. A description of the contracted studies problem is outlined in Tables 12 and 13.

Travel Study

Program participants were involved in three travel study activities. These activities were designed to: 1) acquaint participants with unique programs in institutions outside the state of Indiana, 2) provide an intellectual exchange with leaders in education, labor and research relative to vocational technical education, and 3) serve as a foundation for

Table 12

CONTRACTED STUDY PROJECT OF 1974 PARTICIPANTS
IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM

Topic	Discussion
BACKGROUND	The present system for providing state level management of vocational technical education in Indiana was viewed by participants to be inequitable. The existing model was typical of many state management systems throughout the United States and while meeting the legal requirements of the single state agency concept, the model did not provide equitable treatment to all local educational agencies in the secondary and post-secondary delivery system.
PROBLEM	Design a single state agency management system for the state of Indiana that is equitable to all local educational agencies in Indiana and that is consistent with the intent of the single state agency concept mandated in the Vocational Education Amendment of 1968.
PROCEDURES	All participants in the leadership program chose to pursue this line of investigation as the contracted studies problem. The participants were divided into sub-groups to study unique dimensions associated with the problem statement. These committees developed analytical statements and recommendations for consideration of the participants. Symposia were held to discuss the recommendations and to debate the rationality of the proposals. The major components of the problem consisted of 1) a clarification of the mission of the proposed single agency, 2) a clarification of the interface between the proposed single state agency, Division of Vocational Education (secondary) and Commission for Higher Education (post-secondary), 3) identify the primary functions of the proposed single state agency model, 4) identify a manning system for staffing the single state agency model.
PRODUCTS	Recommendations were developed by the leadership participants and submitted through the State Director of Vocational Education to the Indiana senate. These recommendations were incorporated in a state-wide investigation and Senate Bill 85 was formulated. A second product, affective in nature, might be described as the development of a positive attitude among leaders from diverse educational institutions within the state toward the proposed model. The contracted study discussions served as a foundation for this group of leaders to attain acceptance of the proposed model.

TABLE 13

CONTRACTED STUDIES OF PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1975

Topic
PERT Analysis for Curriculum Development Used by IVTC
Performance Contracting as a Technique for Conducting Teacher Evaluation
An Evaluation of the Division of Vocational Education MBO System
Handbook for Developing a Distributive Education Project Laboratory
A Proposal for a Multi School Corporation Job Placement Program
Comparison of IVTC Business Office Function Among Several Campuses
Design of a Job Placement Center for the CO Service Area
IVTC Faculty Handbook
Public Relation Plan for a Technical College
Four County Vocational Cooperative of Work
Recruiting - Slide Tape Presentation
Part-time Faculty Handbook
Handbook of Procedures and Guidelines for Adult Education
Cooperative Student Objective Development
Guidelines for FHA Chapters Relative to HERO Programs
Survey of Computerized Business Procedures in Post Secondary Institutions
Guidelines for Interdisciplinary Cooperative Education Programs
Promotional Materials for a Secondary Area Vocational Center
Handbook for Coordinators and Instructors of Vocational Programs
Follow-Up System for Graduates of a Correctional Institution
Faculty Handbook for Regional Campus Operation
Information Brochure on CETA Program

seminar discussions of the advantages and disadvantages of administrative systems external to Indiana.

The travel activities were planned by both management team and program participants. Participants also identified major areas of interest to be pursued during the travel activities. Preceding all visits, a list of topics outlining the participants' interests were forwarded to representatives of the agencies to be visited for their planning of our visit. An outline of these topics, agencies and locations is presented for each of the visitations by participants in the two programs (See Tables 14 and 15). Personnel visited and the emphasis of their presentations has been elaborated in Appendix J.

The travel study activities were a particularly gratifying experience. The comradery developed during the travel experience and the cohesiveness developed among the group was in large measure attributable to the unique travel experiences. The challenging discussions with leaders helped to establish a sound perspective on the potential and merit of vocational technical education programs in Indiana in relationship to national and regional agencies and educational institutions in other states. Many of the positive aspects to the Indiana administrative system and programs were reinforced by these visits. The visitations provided many new insights regarding administrative techniques and exemplary programs, and established sound communication with leaders in regional and national agencies.

Table 14

TRAVEL STUDY ACTIVITIES OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1974

Trip		Topic	Agency	Location
I	A)	Role of USOE Regional Administration	Regional Office	Chicago, IL
	B)	Community College Program & Facility	W.R. Harper College	Rolling Meadows, IL
	C)	Services of the Regional Curriculum Laboratory	Regional Curriculum Laboratory	Springfield, IL
	D)	Management by Objectives	W.R. Harper College	Rolling Meadows, IL
II	A)	Research Activities of the Center	Center for Voc.-Tech. Education	Columbus, OH
	B)	Research Activities of the Institute	Batelle Institute	Columbus, OH
	C)	Secondary Vocational Center Administration	Montgomery County Voc. Center	Dayton, OH
III	A)	National Administration of Vocational Education	Bureau of Occup. & Adult Education	Washington, DC
	B)	Role of Governor's Liason	Governor's Office	Washington, DC
	C)	Review of Proposed Federal Legislation	American Vocational Association	Washington, DC
	D)	CETA Programs & National Administration	Manpower Administration	Washington, DC
	E)	Review of Proposed Federal Legislation	Amer. Assoc. of Comm. Jr. Colleges	Washington, DC
	F)	Review of Proposed Federal Legislation	Amer. Home Econ. Association	Washington, DC

Table 15

TRAVEL STUDY ACTIVITIES OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1975

Trip	Topic	Agency	Location
I	A) Cognitive Mapping applied to Counseling	Oakland Community College	Pontiac, MI
	B) Community Education Program	Mott Foundation	Flint, MI
	C) Private Technical Institute Program	Motech	Livonia, MI
II - A	A) State Level Administration of Vocational Education	Division of V.E.	Raleigh, NC
	B) Post-Secondary State Administration	Dept. of Community Colleges	Raleigh, NC
	C) Research Activities & Program of the Center	N.C. Research Center	Raleigh, NC
	D) Post-Secondary Facilities, Program & Administration	Wake/Durham Colleges	Durham, NC
	E) Research Activities	Research Triangle Institute	Durham, NC
II - B	A) Area Vocational Center Programs & Administration	Skyline Career Center	Dallas, TX
	B) State Level Administration	Texas Education Agency	Dallas, TX
	C) Cognitive Mapping & Post-Secondary Programs	Mountain View Community College	Dallas, TX
II - C	A) Post-Secondary Programs & Administration	St. Petersburg Junior College	Clearwater, FL
	B) Secondary Vocational Center Administration	Pinnellas County	Clearwater, FL
	C) Graduated Financing of Vocational Programs	Division of V.E.	Clearwater, FL
III	A) National Administration of Vocational Education	Bureau of Occup. & Adult Education	Washington, DC
	B) Role of Governor's Liason	Governor's Office	Washington, DC
	C) Review of Proposed Federal Legislation	American Vocational Association	Washington, DC
	D) CETA Programs & National Administation	Manpower Administration	Washington, DC
	E) Review of Proposed Federal Legislation	Amer. Assoc. of Comm. Jr. Colleges	Washington, DC
	F) Review of Proposed Federal Legislation	Amer. Home Econ. Association	Washington, DC

CHAPTER IV:

EVALUATION

Evaluations, both process and product were recognized as a vital component in the total operation of the Indiana Leadership Development Program for Vocational Administrative Personnel during the two years in which it was conducted. Frequency of assessment, and techniques of evaluation received increased attention and emphasis during the second year. This emphasis was due to the fact that such other program components as participant recruitment and selection; liaison between the cooperating universities; meeting format; pattern for facilities arrangements and efficient management team activities (input evaluations) had been largely perfected during the initial year of the project.

The programs employed three formal methods of evaluation: 1) an Advisory Council that reacted in periodic meetings to all program aspects as presented by the management team (input and process evaluation), 2) a committee of participants that communicated progress and problems of the program to the management team and to the Advisory Council (process evaluation), and 3) a survey conducted at the conclusion of the program that provided summative information (product evaluation). During 1974 the product evaluation was conducted as a special project of one of the participants. The product evaluation was conducted by the management team for the 1975 program. A process evaluation of each of the workshops was added during the 1975 program. The evaluations of the two programs are separately reported.

Evaluation of 1974 Program

The product evaluation conducted by a participant used a mailed questionnaire composed of the topics soliciting comments. The comments were classified and reported in a brief report presented to the management team. Key points in the product evaluation are reported in this summary.

The report of the participant committee at the final Advisory Council meeting and the findings of the product evaluation were in close agreement. The following are program features that were cited as the major findings and noted as making positive contributions to vocational education in Indiana.

1. Synergistic workshops - excellent vehicle for communications, interchange of ideas, and interrelationships. The recommendation was to continue and expand in the next year.
2. Travel workshops - provided visibility for Indiana Vocational Education. The Washington, D.C. trip was a most productive one and gave Indiana positive exposure to U.S.O.E. personnel, D.O.L. personnel and others. Continue and expand in the next program.
3. Micro-topics - provided an avenue for exposure to a diversity of special interest topics. Generally good but may have attempted to cover too many topics because problems were incurred in scheduling and obtaining knowledgeable resource people. Should be continued but on a reduced scale.
4. Participants dealt with problems head-on which produced a high frustration level but facilitated effective interchange of ideas. The results developed mutual respect and trust between individuals and the agencies they represented.
5. Communication at all levels was markedly improved with every indication of continuation.

In retrospect the management team and first year participants can identify the following vocational education developments that have been influenced by the program and by participants impacting upon them collectively and individually.

1. In 1974, legislation was written and passed to establish a new single state agency to govern vocational technical education. The bill provides equal representation for post-secondary and secondary vocational education with a state board staff independent of the two agencies. The reorganization

bill has been considered nationally as a landmark in the sole agency concept.

The participants in the project 1) formulated a plan of action during the formative phase of the legislation and 2) identified and delineated responsibilities of the state board, and 3) suggested relationship of the agency to post-secondary and secondary state administrative offices. Secondly, through the dialogue in this process, wide acceptance of the proposed legislation was attained.

2. The concept of regional planning as a means of providing a comprehensive planning system to coordinate secondary and post-secondary educational programs was a major objective of Synergistic Studies. A proposal was developed and submitted by the State Board of Vocational Technical Education to the Commissioner of Education to facilitate field testing of regional planning in three sites. Approximately a quarter million dollar project was secured to provide the financial support for this study.

3. Cooperation among post-secondary and secondary personnel appeared to offer high potential but little evidence of such endeavors prior to the project could be found. Interagency cooperation proved to be a high priority among the participants. Discussions and the positive personal relationships that developed among the administrators have encouraged such activities as: sharing of facilities, proficiency credit, and cooperative planning and staffing of programs.

Evaluation of 1975 Program

Formal evaluation conducted during the second year program was more extensive. In addition to using the Advisory Committee and a panel of participants as process evaluators, instruments were developed and administered throughout the program. All sessions were evaluated for 1) content quality and the level of achievement of stated objectives, 2) resource people and presentation strategies and 3) physical facilities and the activity format. Analysis of responses was completed immediately and findings were used in completing plans for succeeding sessions.

The summative evaluation consisted of an assessment of 1) attainment of total program objectives 2) rating of the delivery system modes, 3) level of the impact of the program and 4) viability of the program as an alternative to traditional graduate programs. This product evaluation was conducted at the conclusion of the project.

The evaluative model developed for both the process and product components of the project were consistent. This consistency resulted in identical instrumentation modes. The instruments consisted of 1) a brief statement for each variable under consideration, 2) a seven interval scale for rating the variable and 3) two highly contrasting terms representing extremes as polar designators on the scale (see Table 16). The model assumed the equal interval nature of the scale thus allowing the summative quality of the measures.

Table 16

SELECT FEATURES OF WORKSHOP EVALUATION INSTRUMENTS

Instruments	# Variables	Intervals	Polar Designator/Weighted Values (x)
Objectives	4-7	7	Not Attained (1) - Highly Attained (7)
Other Factors	5	7	Very Poor (1) - Outstanding (7)
Overall	5	7	Very Poor (1) - Outstanding (7)

Two types of information were computed from data obtained in the questionnaires. These factors included a mean for each variable and a percent of successful attainment. The mean was derived by summing all the ratings per variable and dividing by the number of respondents. The percent of attainment factor was derived by computing the percent of persons who responded to the variable at a rating of five or higher on the seven point scale. In addition to the two measures per variable, total mean and total percent for each micro-topic or workshop were computed.

Two criteria were applied to the two measures of attainment. First, a total mean of 5.0 was considered as the minimum level for successfully achieving the objective, factors, etc. Second, a mean rating of five (5) or higher by eighty percent (80%) of the participants was considered as the minimum level on the factor "successful attainment". A rating of five (5) or higher by seventy - seventy-nine percent (70%-79%) of the participants on the variable was interpreted to mean that only modest modification was needed. Sixty-nine percent (69%) or lower was considered unacceptable.

The first workshop was utilized almost entirely for the orientation of participants and to complete the necessary university admission and registration procedures, therefore, a formal evaluation of this initial workshop was not made. Due to the nature of the travel seminars, instruments were not developed for evaluative purposes for micro studies and synergistic studies of these experiences. The results of micro studies and synergistic studies evaluations will be reported in the following sections.

Findings: Process Evaluation. Reported in Table 17 are the evaluative results of objectives for the eleven micro-topic workshops held during the 1975 program. The information reported includes the number of persons attending the session, the number of objectives evaluated, the grand mean for all objectives and the percent of persons rating all objectives at a level of five or higher. An example of the instrument used to assess the attainment of objectives is included in Appendix K.

Table 17

SUMMARY OF EVALUATION RESULTS FOR ELEVEN MICRO-TOPIC SESSIONS: OBJECTIVES*

Micro-Topic	N	No. of Objectives	Mean	Percent Rated 5 or Higher
Developing Staff Morale	27	5	5.8	96
Staff Evaluation	29	4	4.0	48
Student Placement	11	6	6.3	98
Proposal Writing	19	6	6.6	100
Long-Range Planning	11	6	5.6	95
Authority for Decision Making	14	5	5.6	84
Coping with Tension	25	5	5.4	82
Accountability/Program Evaluation	26	7	5.6	81
Student Recruitment & Selection	8	5	5.0	73
Program Budgeting	21	5	6.0	94
Program Visibility	12	5	5.1	72

*Composite of all objectives for a micro-topic

The grand mean for ten of the eleven sessions attained a level of 5.0 or higher. Eight of the eleven sessions attained the criterion of 80 percent or better on the factor of percent rating five or higher. Two sessions were rated in the 70 percent level indicating a modest concern for improvement and one workshop was rated at 48 percent indicating a serious concern for restructuring the activity. Viewed both in terms of mean and percent rated five or higher, the micro-topic sessions appeared to have attained the majority of the objectives planned for these activities.

An evaluation of other items or factors pertaining to the success of the micro-topic sessions are reported in Table 18 for the eleven sessions.

Table 18

SUMMARY OF EVALUATION RESULTS FOR ELEVEN
MICRO-TOPIC SESSIONS: OTHER TOPICS

Micro-Topic	N	No. of Factors*	Mean	Percent Rated 5 or Higher
Developing Staff Morale	27	5	6.2	100
Staff Evaluation	29	5	4.0	36
Student Placement	11	5	5.6	98
Proposal Writing	19	5	6.7	100
Long-Range Planning	11	5	6.4	98
Authority for Decision Making	14	5	5.8	87
Coping with Tension	25	5	5.8	82
Accountability/Program Evaluation	26	5	5.6	97
Student Recruitment & Selection	8	5	5.6	86
Program Budgeting	21	5	5.5	91
Program Visibility	12	5	5.2	84

*Factors include: 1) consultant's expertise, 2) consultant's ability to relate, 3) involvement of participants, 4) learning activities/experiences and, 5) overall

An example of the instrument used to assess the attainment of other factors is included in Appendix L.

Ten of the eleven "other factors" attained a mean of 5.0 or higher. Again, ten of the eleven micro-topic sessions attained an 80 percent rating of five or higher on the factor of successful attainment. The micro-topic session on staff evaluation as measured against the criterion of 70% or higher was in need of considerable restructuring. With the exception of the one session, the mean and the percent of persons rating the workshops at a successful attainment level of five or higher would seem to indicate that in terms of such factors as: 1) the consultant' expertise, 2) the consultant's ability to relate to participants, 3) involvement and interaction of participants during the learning experience and 4) the learning activities and experiences used in the workshop; the micro-topics were highly successful. Only one exception to this conclusion is noted for the eleven micro-topics.

An evaluation was conducted of the workshops. This evaluation assumed that important planning factors needed to be considered that included variables other than the specific objectives or learning activities. Reported in Table 19 are the results of overall workshop evaluations. The variables included in this evaluation were 1) the time schedule or agenda of the activities 2) the quality of the facilities 3) the level of interaction of the participants 4) the management team's involvement and leadership quality during the workshop and an overall assessment of the workshop. Included in Appendix M is an example of the instrument used to assess the attainment overall of the workshops. As can be noted from the table, the workshops consisted of both synergistic and micro-topic combinations.

Table 19

OVERALL EVALUATION OF WORKSHOPS

Workshop/Mode of Activities	N	No. of Variables*	Mean	Percent Rated 5 or Higher
II. Synergistic Workshop	30	6	6.3	99
III. Micro Workshop	24	5	5.8	94
IV. Micro and Synergistic Workshop	28	5	5.6	86
VI. Micro and Synergistic Workshop	27	5	6.2	88
VIII. Micro Workshop	21	5	5.2	95
IX. Synergistic Workshop	--	5	5.5	--

*Variables include: 1) time schedule, 2) facilities, 3) interaction of participants, 4) management team's involvement and, 5) overall

The results of the evaluation were most encouraging. All workshops attained a mean evaluation of 5.2 or higher and all workshops clearly exceeded the criterion of 80 percent of persons rating the workshop five or higher. The results of this evaluation indicate that the clear majority of the participants viewed the workshops and mode of activities to be highly successful.

The final workshop of the 1975 program combined participants from both years for the purpose of determining if the members felt that the cadre of leaders resulting from the program might wish to develop a means whereby a united force could be focused on the promotion of vocational education in Indiana. This workshop is reported as Item IX in Table 19. The mean for this program is quite high although other information was not computed. Additionally, the management team considered the high attendance rate as an indicator of the success of the program. Fifty-seven persons, from a potential of 58 persons, attended the meeting.

Finding: Product Evaluation. The product evaluation of the program included concern for four variables 1) the degree to which the five program objectives were obtained 2) the effectiveness of the delivery system modes for achieving the objectives 3) the impact of the program on select target areas or groups and 4) the viability of the leadership program as an alternative to traditional graduate education programs. Additionally, the evaluation included an overall evaluation of the program and provided an opportunity for participants to comment.

The evaluation was conducted two months after the concluding session of the 1975 program. The evaluative instrument was mailed to 29 participants completing the program and resulted in 23 useable responses.

The design of the instrument closely followed the format established for the process evaluations (see Appendix N). This instrumentation included a seven point interval scale, bi-polar descriptors and a clear statement of the item to be assessed. Two criteria were applied to the assessment of the attainment on the variables. These criteria included a mean of 5.0 or higher for success and 80 percent of the participants rating the variable at five or higher on the seven point scale.

Noted in Table 20 are results of the product evaluation for the five program objectives. All of the objectives obtained a mean assessment of 5.0 or higher. Four of the objectives attained the criterion of 80 percent or higher.

Table 20

EVALUATION OF THE ATTAINMENT OF THE FIVE PROGRAM OBJECTIVES*

Program Objective	Mean	Percent Rated 5 or Higher
To examine concepts of leadership relative to the administration and supervision of vocational-technical education programs	6.0	96
To examine understanding of the interdisciplinary concepts of vocational-technical education	5.8	91
To formulate sophisticated approaches to planning, conducting, and evaluating vocational-technical education programs	5.0	78
To refine competencies which will allow continuous growth in administrative roles	5.8	91
To facilitate positive working relationships among personnel in the three types of agencies (state, post-secondary, and secondary)	6.8	96

It is particularly encouraging to note that four out of the five objectives were rated by more than 90 percent of the participants at a level of five or higher. The objective not attaining 80 percent missed by only two points. Viewed in total, the Indiana Leadership Development Program attained the majority of its objectives at a very high level.

Results on the assessment of the four modes in the delivery system are reported in Table 21. Three of the delivery system modes, synergistic studies, micro studies and travel studies attained a very high mean assessment. Six point zero (6.0) was the lowest mean rating for the three activities. Additionally, these three activities were rated by more than 90 percent of the participants at a level of five or higher on the seven point scale. Both of

Table 21

LEVEL OF SUCCESS FOR FOUR DELIVERY SYSTEM MODES*

Mode	Mean	Percent Rating 5 or Higher
Synergistic Studies	6.0	96
Micro Studies	6.4	96
Contracted Studies	4.8	65
Travel Studies	6.4	91

these indicies note clearly the success of the three delivery system modes as learning activities for achieving the objectives in the Indiana Leadership Development Program. Overall, little difference appears to exist between the three modes as methods for providing educational experiences. It may well be that the high proportion of the success is related to the interaction of these three modes of study.

The fourth mode contracted to studies was rated as falling below the criteria established for the project on both mean and percent of persons rating five or higher. While rated on both factors at a reasonably high level, concern does exist for using the contracted studies method as a mode for attaining the objectives cited in the program.

Overall, the four modes in the delivery system synergistic studies, micro studies, contracted studies and travel studies can be viewed as being highly successful in providing a quality education program. While a direct relationship between the rated success of the objectives and the learning activity modes does not exist, some interaction may have occurred.

Reported in Table 22 is the level of impact of the Indiana Leadership Development Program on participants, institutions and the state system of vocational technical education in Indiana. The impact on participants was assessed by two methods 1) the perception of the impact as viewed by the individual on him/her self and the perceived impact on all participants as viewed by the respondent. Using both of these factors, Item 1 and 2 in the table, high consistency appears to exist in the two assessments. One hundred percent of the participants viewed the impact to individuals to be

Table 22

LEVEL OF IMPACT ON PARTICIPANTS, INSTITUTIONS AND STATE SYSTEM OR VOCATIONAL EDUCATION

Target	Mean	Percent Rated 5 or Higher
The impact of the Indiana Leadership Development Program on my personal perceptions, attitudes and knowledges	6.3	100
The impact of the Indiana Leadership Development Program on other administrators participating in the program	6.1	100
The impact of the Indiana Leadership Development Program on institutions represented by personnel in the project	5.3	78
The impact of the program on vocational-technical education in the state of Indiana	5.8	87

exceptionally high. One hundred percent of the participants rated attainment of this impact at five or higher on the scale. Only one area attained an impact rating of below 80 percent and this rating was only slightly below the criterion. The mean of the four impact variables attained a mean of 5.0 thus meeting the criterion.

The results of the impact assessment are most encouraging. Seven of the eight measures attained the criterion established for the project. The impact appears to be quite high for both the individual, the institution he/she represents and the state of Indiana vocational education delivery system.

The Indiana Leadership Development Program was conceived as an alternative to traditional graduate education programs. The rationale for developing this program and seeking external funds was largely premised on the need to provide an alternative system of education for experienced administrators within the state of Indiana. The results of the product evaluation clearly support the assumption that the Indiana Leadership Development Program is a viable alternative to traditional graduate programs. One hundred percent of the participants in the program rated the program at five or higher on a seven point scale. The mean rating of the viability of this program is 6.8. These two indicators are exceedingly high and clearly support the program as a successful approach to structuring an alternative graduate education system.

Factor	Mean	Percent of Persons Rating Above Criterion
The Indiana Leadership Development Program is a desired alternative to traditional graduate education programs	6.8	100%

Finally, participants were asked to provide a general assessment of the total program. The results on the two variables are most encouraging. The mean overall assessment was 6.6 and one hundred percent of the participants rated the program at five or higher on the seven point scale, thus meeting the criterion.

Factor	Mean	Percent of Persons Rating Above Criterion
Level of success for the total program (overall assessment)	6.6	100%

Four open-ended items were included in the instrument - all participants responded in length to each item. General consistents in these comments are reported in the following text.

In answer to the question, "What was the most significant contribution of the program to you?", eight participants stated that insight into the other areas of vocational education particularly the exchange of viewpoints of the participants and consultants was the most important outcome. Getting to know other leaders in vocational education was also cited by eight participants as the most important aspect.

The second item was, "What was the most significant contribution of the program to your agency?" Eleven respondents indicated that the most significant contribution of the program to the educational agency from which they were affiliated, was an improved working relationship between personnel in other agencies in the state.

A third open-end question asked, "Do you feel that there were disadvantages, inhibiting factors or negative aspects to the program?" Nine of the participants answered "no". Single responses noted time demands and limited financial support as negative aspects. Both of these limitations stressed the heavy demands for participation in the program by the participants as they carry out concurrently their administrative responsibilities and the high level of commitment required to the program.

In response to the section requesting general comments, nine administrators summarized their participation as an excellent experience throughout the year, five persons urged the continuation of the program and adoption of the program format as an alternative to traditional graduate education credit, four persons cited the openness of the discussions that prevaded the sessions as being highly beneficial.

At the time of the product evaluation, it was too early to assess the long-term effect of the program on individuals, institutions and the state of Indiana. However, at least one promising activity has already taken place. The two leadership programs have established a continuing forum composed of the 58 administrators participating in the 1974-1975 programs. Early discussions have included consideration for expanding the membership to include other vocational technical education leaders in the state. The forum which has already met twice has selected leadership from within and is in the process of considering the mode of its operation. Early indications are that the forum will pursue the format of open debate on critical issues relative to vocational technical education in Indiana.

Several propositions have been debated and positions have been voted on by the membership as clear directives for agencies effecting vocational technical education. These position statements include such factors as, the need to establish a study committee to investigate means of reducing sexstereotyping in vocational technical education programs and support for a financial support system for secondary and post-secondary vocational technical education in Indiana. These early meetings show high promise for sustaining the quality leadership in Indiana through a forum designed to focus on critical issues in the state.

Summary

The two evaluations for the 1974-1975 programs are markedly different in approach but appear to be uniform in their high level of support for the programs. In both instances, the programs have been viewed as 1) a viable alternative to traditional education approaches, and 2) as a unique series of delivery system modes that focus on the opportunity for debate of issues, attainment of high level competencies and as an opportunity to meet leaders and view institutions across the country. The objectives were accomplished at a high level and the impact of the program on the individual, the institution they represent and vocational technical education in Indiana appears to be at a very high level. Outcomes resulting from the two training programs are already documentable. All of these outcomes appear to have a principle point in common - that high quality leadership focused through cooperative endeavors can produce lasting effects on the quality of vocational technical education in Indiana. The evaluation of the two programs appears to support the position that a high level of spirit of cooperation was generated in the two programs and this spirit of cooperation is having a lasting effect on the participating administrators.

APPENDIX A

ADVISORY COMMITTEE OF THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATION PERSONNEL

Dr. Isaac Beckes
President
Vincennes University

Mr. G. Walter Bergren
Dean, Administrative Academic Affairs
Purdue University

Mr. Don Gentry
Executive Secretary
Indiana State Board of Vocational-Technical Education

Dr. Frank Hunter
Superintendent
MSD Perry Township

Dr. Ralph E. Mason
Chairman, Department of Business-Distributive Education
Indiana State University

Dr. Lloyd Nelson
Dean, College of Fine and Applied Arts
Ball State University

Dr. William D. Renner
President
Indiana Vocational Technical College

Dr. Sidney Spencer
Superintendent
MSD Wayne Township

Dr. Rex Stockton
Associate Dean, Research and Advanced Studies
Indiana University

Mr. Meredith L. Thompson
Vocational Director
Bartholomew Consolidated School Corporation

APPENDIX B

PARTICIPANTS IN THE INDIANA LEADERSHIP DEVELOPMENT PROGRAMS FOR VOCATIONAL ADMINISTRATIVE PERSONNEL*

1974 Participants

Mr. Paul J. Arnold
Regional Director of Instruction
Indiana Vocational Technical College
Fort Wayne, Indiana

Mr. Clarence W. Austin
Principal
J. Everett Light Career Center
Indianapolis, Indiana

Mr. Donald W. Baldridge
Director
South Bend Skills Center
South Bend, Indiana

Mr. James W. Biddle
Chief Consultant for Distributive Education
Division of Vocational Education
Indianapolis, Indiana

Dr. James H. Broadbent
Director of Vocational Education
Elkhart Community School Corporation
Elkhart, Indiana

Mr. Meredith L. Carter
Regional Director of Instruction
Indiana Vocational Technical College
Indianapolis, Indiana

Mr. Richard L. Davidson
Dean of Region VII
Indiana Vocational Technical College
Terre Haute, Indiana

Mr. Charles E. Fields
Assistant Superintendant: Vocational Education
New Albany-Floyd County School Corporation
New Albany, Indiana

Mr. Larry R. Fosler
Consultant, Cooperative Education
Division of Vocational Education
Indianapolis, Indiana

Mr. Donald K. Gentry
State Director
Division of Vocational Education
Indianapolis, Indiana

Mr. Don A. Grostefon
Director of Vocational Education
Logansport Community School Corporation
Logansport, Indiana

Ms. Beverly Ann Hankenhoff
Director, Practical Arts & Continuing Educatio
New Castle Community School Corporation
New Castle, Indiana

Mr. H. Stephen Hewlett
Assistant Director
Indianapolis Skills Center
Indianapolis, Indiana

Mr. Edgar E. Hornback
Consultant, Agribusiness Education
Division of Vocational Education
Indianapolis, Indiana

Ms. Mary H. Hume
Program Analyst, Health Occupations
Indiana Vocational Technical College
Indianapolis, Indiana

Mr. Delmar O. Johnson
Director of Vocational Center
New Albany-Floyd County School Corporation
New Albany, Indiana

*Position Titles at Time of Participation

Mr. Jerry C. Keiser
Coordinator of Career Exploration and Guidance
Division of Vocational Education
Indianapolis, Indiana

Mr. Gerald V. Kirby
Director of Vocational Education
Southeastern Indiana Vocational School
Madison, Indiana

Mr. Delbert E. Lewis
Vocational Director
Mid-Central Area Vocational School
Elwood, Indiana

Mr. Paul T. McKelvey
Dean of Sponsored Programs
Indiana Vocational Technical College
Indianapolis, Indiana

Mr. Roderick A. McKinney
Director of Vocational & Adult Education
Benton Community School Corporation
Oxford, Indiana

Mr. Richard P. Morrison
Director of Pupil Services
Elkhart Area Career Center
Elkhart, Indiana

Mr. William J. Moy
Planner - Director
Northwest Indiana Cooperative Career Center
Lowell, Indiana

Mr. Don E. Pennington
Director of Occupational & Adult Education
M.S.D. Washington Township
Indianapolis, Indiana

Mr. Harvey S. Poling
Dean of Region V
Indiana Vocational Technical College
Kokomo, Indiana

Mr. Paul G. Riddle
Director Adult Education
Bartholomew Consolidated School Corporation
Columbus, Indiana

Mr. Meredith L. Thompson
Coordinator of Practical Arts
Bartholomew Consolidated School Corporation
Columbus, Indiana

Mr. George L. Utley, Jr.
Dean of Region XII
Indiana Vocational Technical College
Evansville, Indiana

Mr. Carl P. Vertrone
Dean, Instruction & Learning Resources
Indiana Vocational Technical College
Indianapolis, Indiana

Mr. Michael T. Vietti
Director of Career Education
Porter County Schools
Valparaiso, Indiana

Mr. Richard M. Wysong
Dean of Region II
Indiana Vocational Technical College
South Bend, Indiana

1975 Participants

Mr. Thomas C. Abeel
Assistant Dean for Program Development
Indiana Vocational Technical College
Indianapolis, Indiana

Mr. William E. Ballentine
Director
Anderson Area Vocational Center
Anderson, Indiana

Mr. Sammy E. Borden
Director of Instruction
Indiana Vocational Technical College
Terre Haute, Indiana

Mr. John E. Calvert
Director Student Services
Indiana Vocational Technical College
South Bend, Indiana

Mr. Isaac A. Charlton
Business Manager and Controller
Indiana Vocational Technical College
Indianapolis, Indiana

Mr. Charles W. Crafton
Supervisor of Vocational Education
Indiana Boys School (Dept. of Correction)
Plainfield, Indiana

Mrs. Melanie K. Devitt
Chief Consultant for Distributive Education
State Department of Public Instruction
Indianapolis, Indiana

Mr. Mearle R. Donica
Vice President and Regional Director
Indiana Vocational Technical College
Fort Wayne, Indiana

Mrs. Geneva Fletcher
Deputy State Director of Vocational Education
State Board of Vocational Technical Education
Indianapolis, Indiana

Mr. Thomas G. Garrison
Director of Career Development
M.S.D. of Wayne Township
Indianapolis, Indiana

Mr. Warren F. Haas
Vice President and Regional Director
Indiana Vocational Technical College
Indianapolis, Indiana

Mr. Jeffrey L. Heier
Assistant Director
Four County Area Vocational Cooperative
Angola, Indiana

Miss Wendolyn W. Helton
Consultant, Home Economics Education
State Department of Public Instruction
Indianapolis, Indiana

Mr. John Hicks
Director of Instruction
Indiana Vocational Technical College
Indianapolis, Indiana

Mr. Timothy L. Jackson
Regional Director of Instruction
Indiana Vocational Technical College
Muncie, Indiana

Mr. Monte L. Janik
Chief Consultant: Industrial Education
State Department of Public Instruction
Indianapolis, Indiana

Mr. Roger L. Jessup
Director, Vocatio[illegible]ducation
Marion Community [illegible]ols
Marion, Indiana

Mr. Donald G. Mattingly
Business Manager
Indiana Vocational Technical College
Evansville, Indiana

Miss Joan L. McTurnan
Supervisor of Home Economics
Muncie Community Schools
Muncie, Indiana

Mr. John C. Morgan
Program Director: Elkhart Area Center
Elkhart Community Schools
Elkhart, Indiana

Mr. Lewis E. Powell
Director: Adult and Vocational Education
South Bend Community School Corporation
South Bend, Indiana

Mrs. Norma E. Schenck
Coordinator: Business & Office Education
South Bend Community School Corporation
South Bend, Indiana

Mr. Carl F. Scott
Vice President and Regional Director
Indiana Vocational Technical College
Jeffersonville, Indiana

Mr. Forest I. Sears
Consultant: Business & Office Education
State Department of Public Instruction
Indianapolis, Indiana

Miss Linda E. Smith
Coordinator: Cooperative Education
State Department of Public Instruction
Indianapolis, Indiana

Mr. James C. Stanley, Jr.
Regional Director of Instruction
Indiana Vocational Technical College
Muncie, Indiana

Mr. Danny M. Tye
Regional Director of Instruction
Indiana Vocational Technical College
Richmond, Indiana

Mr. Anthony Wesolowski
Vocational Director
Garrett-Keyser-Butler Community Schools
Garrett, Indiana

Mr. Harrison P. Williams
Coordinator: Pupil Personnel Service
Central Nine Voc-Tech School
Greenwood, Indiana

Mr. Kenneth M. Zimmer
Coordinator Adult Education
M.S.D. Washington Township
Indianapolis, Indiana

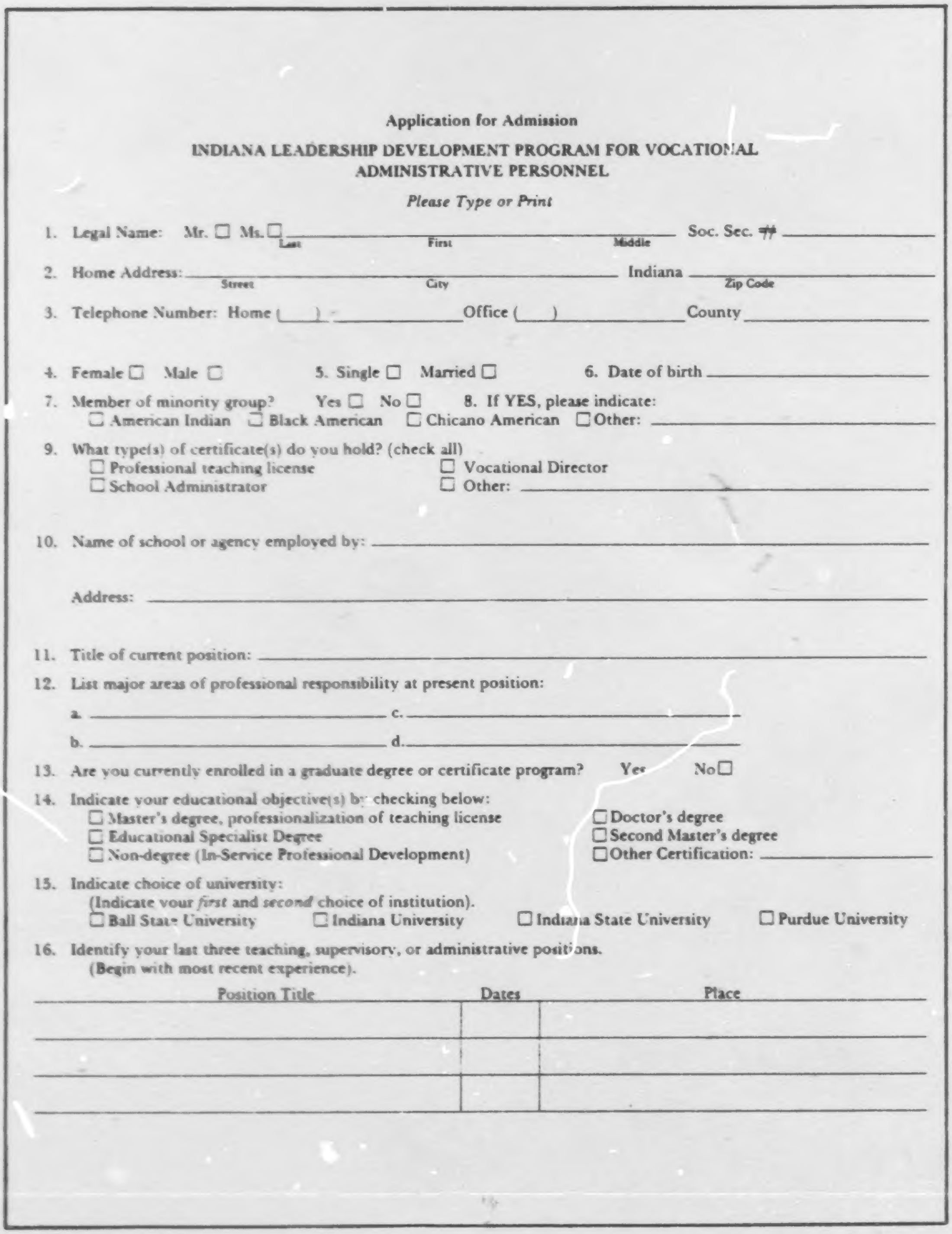
APPENDIX C

PROGRAM ANNOUNCEMENT FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL

Black brochure -- not reproducible --

APPENDIX D

APPLICATION FOR ADMISSION FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL



Application for Admission

INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL

Please Type or Print

1. Legal Name: Mr. ☐ Ms. ☐ ________ Last ________ First ________ Middle ________ Soc. Sec. # ________
2. Home Address: ________ Street ________ City ________ Indiana ________ Zip Code
3. Telephone Number: Home (____) ________ Office (____) ________ County ________
4. Female ☐ Male ☐
5. Single ☐ Married ☐
6. Date of birth ________
7. Member of minority group? Yes ☐ No ☐
8. If YES, please indicate: ☐ American Indian ☐ Black American ☐ Chicano American ☐ Other: ________
9. What type(s) of certificate(s) do you hold? (check all)
   - ☐ Professional teaching license
   - ☐ School Administrator
   - ☐ Vocational Director
   - ☐ Other: ________
10. Name of school or agency employed by: ________

    Address: ________
11. Title of current position: ________
12. List major areas of professional responsibility at present position:

    a. ________ c. ________

    b. ________ d. ________
13. Are you currently enrolled in a graduate degree or certificate program? Yes ☐ No ☐
14. Indicate your educational objective(s) by checking below:
    - ☐ Master's degree, professionalization of teaching license
    - ☐ Educational Specialist Degree
    - ☐ Non-degree (In-Service Professional Development)
    - ☐ Doctor's degree
    - ☐ Second Master's degree
    - ☐ Other Certification: ________
15. Indicate choice of university:
    (Indicate your *first* and *second* choice of institution).
    ☐ Ball State University ☐ Indiana University ☐ Indiana State University ☐ Purdue University
16. Identify your last three teaching, supervisory, or administrative positions.
    (Begin with most recent experience).

Position Title	Dates	Place

17. List the professional associations in which you hold membership and describe your participation over the last five years. (example: officer, committee member, program chairman, speaker, etc.)

Association	Nature of Participation

18. List honors and awards you have received. (example: honorary memberships, scholarships, service or community award)

Kind of Award	When Received	By Whom Granted

19. List leadership roles in your school or community which you have assumed. (example: committee chairmanship(s), offices held in organizations, or other elected or appointed positions)

Leadership Position Held	Appointed or Elected	When Held

20. List below the persons you asked to submit endorsement questionnaires.

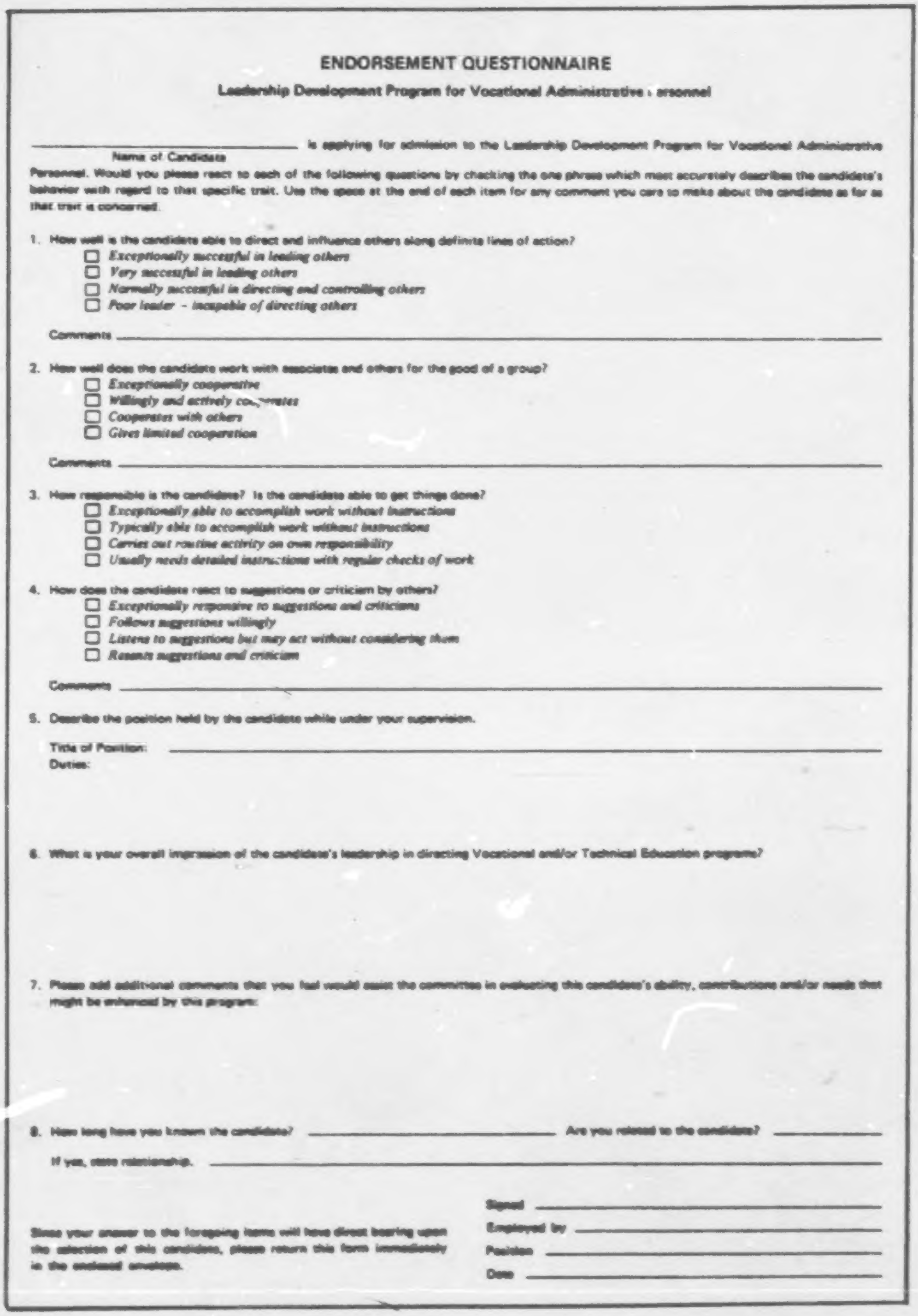
Name	Position

21. The following space is reserved for any additional information that you feel would contribute to an understanding of your leadership ability. (Occupational experiences, civic organizations, etc.)

Return to: DR. ROBERT C. HARRIS, Vocational Education, 223 South Jordan, Bloomington, IN 47401.

APPENDIX E

ENDORSEMENT QUESTIONNAIRE FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM FOR VOCATIONAL ADMINISTRATIVE PERSONNEL



ENDORSEMENT QUESTIONNAIRE

Leadership Development Program for Vocational Administrative Personnel

______________________ is applying for admission to the Leadership Development Program for Vocational Administrative
Name of Candidate

Personnel. Would you please react to each of the following questions by checking the one phrase which most accurately describes the candidate's behavior with regard to that specific trait. Use the space at the end of each item for any comment you care to make about the candidate as for as that trait is concerned.

1. How well is the candidate able to direct and influence others along definite lines of action?
   - ☐ *Exceptionally successful in leading others*
   - ☐ *Very successful in leading others*
   - ☐ *Normally successful in directing and controlling others*
   - ☐ *Poor leader – incapable of directing others*

Comments ______________________

2. How well does the candidate work with associates and others for the good of a group?
   - ☐ *Exceptionally cooperative*
   - ☐ *Willingly and actively cooperates*
   - ☐ *Cooperates with others*
   - ☐ *Gives limited cooperation*

Comments ______________________

3. How responsible is the candidate? Is the candidate able to get things done?
   - ☐ *Exceptionally able to accomplish work without instructions*
   - ☐ *Typically able to accomplish work without instructions*
   - ☐ *Carries out routine activity on own responsibility*
   - ☐ *Usually needs detailed instructions with regular checks of work*

4. How does the candidate react to suggestions or criticism by others?
   - ☐ *Exceptionally responsive to suggestions and criticisms*
   - ☐ *Follows suggestions willingly*
   - ☐ *Listens to suggestions but may act without considering them*
   - ☐ *Resents suggestions and criticism*

Comments ______________________

5. Describe the position held by the candidate while under your supervision.

Title of Position: ______________________

Duties:

6. What is your overall impression of the candidate's leadership in directing Vocational and/or Technical Education programs?

7. Please add additional comments that you feel would assist the committee in evaluating this candidate's ability, contributions and/or needs that might be enhanced by this program:

8. How long have you known the candidate? ______________ Are you related to the candidate? ________

If yes, state relationship. ______________________

Signed ______________________

Employed by ______________________

Position ______________________

Date ______________________

Since your answer to the foregoing items will have direct bearing upon the selection of this candidate, please return this form immediately in the enclosed envelope.

APPENDIX F

INTERVIEW QUESTIONS DEVELOPED FOR SCREENING APPLICANTS

PHASE I

1. What duties, responsibilities, etc. does your present position involve?

2. What are your professional goals or objectives, and how do these goals relate to the leadership program?

3. How will the leadership program benefit you and your agency?

4. Can you be committed to the project in terms of time and expense?

PHASE II

5. What special talents or experiences would you bring to the program?

6. What do you see as a significant change in vocational education within this state in the next five years?

7. Would you please identify innovative features for which you have been responsible in your agency?

8. In your opinion, what is the most effective method for influencing change in your agency? Why?

9. In your opinion, should there be a single state coordinating agency for occupational education at all levels?

10. In your opinion, what should be the proper or ideal relationship between secondary and post-secondary vocational-technical education?

PHASE III

11. Do you have questions or concerns about the leadership program we can help to clarify?

APPENDIX G

INTERVIEW GUIDE

INTERVIEW GUIDE

Candidate's Code________________________

Candidate's Position____________________

Interviewer____________________________

FACTORS	Outstanding	Excellent	Good	Poor	Not Acceptable	Can't Say
1. WHAT IS YOUR ESTIMATE OF THE CANDIDATES INTEREST? (Consider his attitude toward the project; towards his profession, toward his life's goal, etc.)						
2. WHAT DOES THE CANDIDATE PERCEIVE AS HIS ADMINISTRATIVE ROLE? (Consider the type of rewards he values, his objectives for his position, his perception of the contribution he is striving to make, etc.)						
3. WHAT ARE THE CANDIDATES GOALS AND ASPIRATIONS RELATIVE TO THE PROJECT? (Consider his reasons for being interested in the project, his expectations, etc.)						
4. WHAT ARE THE CANDIDATES SPECIAL AREAS OF CONCERN? (Consider the clarity or specificity of his learning needs, his rationale for desiring these knowledges or skills, the applicability of the knowledge to his current position, etc.)						
5. WHAT IS THE CANDIDATES UNDERSTANDING OF IMPORTANT ISSUES IN VOCATIONAL EDUCATION? (Consider his understanding of the issue, his willingness to take a position, his support for a position, etc.)						
6. HOW WOULD YOU RATE THE CANDIDATES COMMUNICATION SKILLS? (Consider ability to express himself, proper English usage, fluency, poise of command, etc.)						
7. HOW WOULD YOU RATE THE CANDIDATE'S LEVEL OF PROFESSIONAL MATURITY? (Consider his positive self conduct, judgment, rationality relative to his profession.)						
8. HOW WOULD YOU DESCRIBE THE CANDIDATES GENERAL APPEARANCE? (Consider grooming, bearing, poise, etc.)						

Overall Appraisal (Check one)

Comments:

☐ Recommended very highly
☐ Recommended highly
☐ Recommended
☐ Recommended with reservations
☐ Not recommended

APPENDIX H

PROPOSED MICRO TOPICS

PERSONNEL

01____Recruitment: Staff
02____Affirmative action policies
03____Teacher selection competency tests
04____Staff morale: develop, maintain, and stress
05____Staff evaluations
06____Interview techniques
07____Vocational Director's role in in-service education
08____Developing staff professionalism
09____Retention of personnel
10____Competency based teacher education

FINANCIAL MANAGEMENT

11____Securing extra dollars: External sources of funds
12____Budgeting techniques
13____Depreciation analysis
14____Inventory control
15____Long range fiscal planning

MANAGEMENT & ADMINISTRATION

16____Avoiding law suits
17____Program, planning budgeting systems
18____PERT & Critical path
19____Policies regarding purchase and preservation of equipment and facilities
20____Management leadership team concept
21____Management by Objectives (MBO)
22____Principals' views of vocational directors/vocational education
23____OSHA: How it effects you
24____Interpersonal relationships: Hidden agendas
25____Techniques for humanizing administration
26____Student transportation
27____Interpersonal relationships: Conflict resolution
28____Streaking: The Bare Facts
29____Interpersonal relationships: Facilitating group communication
30____Authority for decision making (Legal, delegated, etc.)

EVALUATION

31____Accountability: To whom and how?
32____Process evaluation
33____Product evaluation
34____Program evaluation
35____Course evaluation
36____North Central accreditation

STUDENT

37____Student Recruitment
38____Counseling: Testing and selecting students
39____Law: Students' rights and responsibilities
40____Placement responsibilities and techniques
41____Student involvement in policy making

COMMUNITY RELATIONS

42____Advisory committees and how they can serve you
43____Trade unions: A look at their perspective
44____Increasing program visibility
45____Making media work for you

RESEARCH

46____Use of research by the decision-making
47____How to conduct and use follow-up studies
48____Get your instructors involved in action research
49____Research funds: Where they are and how to get them (Proposal writing)
50____Longitudinal studies for long range planning
51____Curriculum "Cluster" studies

MISCELLANEOUS

52____Understanding appretinceship programs
53____Recruitment into professional association
54____Women in the labor force
55____Accreditation agencies
56____Planning equipment needs (Alternatives - Relative to program)
57____Building construction: New vs Remodel
58____Long range plans for facilities and programs
59____Management systems - contrasting approaches
60____Attendance rules: Meeting individual needs
61____Management of professional time (Time study)
62____Techniques for facilitating articulation
63____Techniques for conducting needs studies
64____Techniques for working with policy governing boards
65____Logistics of conducting programs for disadvantaged and handicapped
66____Services of agencies related and or responsible to disadvantaged and handicapped
67____Youth activities (organizations)
68____Capability of data processing for administration

APPENDIX I

SAMPLE MICRO STUDY TOPIC FOR THE INDIANA LEADERSHIP DEVELOPMENT PROGRAM, 1975

TITLE: Long Range Facility Planning

CONSULTANT: Dr. Lavon Miller, Director of Buildings and Grounds
Fort Wayne Public Schools, Fort Wayne, Indiana

OBJECTIVES:

I. Identify the elements of Long Range Planning.

II. Clarify the role of agencies associated with long range planning.

III. Clarify the relationship of program to facility development.

IV. Identify the activities in sequence associated with facility planning.

V. Provide practice in solving problems associated with facility planning.

ACTIVITIES: Discussion of the facility planning and building process, facility relationship to educational program sequence of planning activities, agencies and personnel involved. Provide practice in solving facility planning problems through group interaction involving real problems of participants.

APPENDIX J

PERSONNEL, AGENCIES AND TOPICS OF TRAVEL STUDIES

TRAVEL SEMINAR I, 1974

The purpose of Travel Seminar I, a two-day visit, was to acquaint participants with 1) Region V Office of the U.S. Office of Education, 2) the Regional Curriculum Laboratory of the U.S. Office of Education, 3) the management by objectives system employed by the administration of William Rainey Harper College and 4) a review of the vocational-technical program of William Rainey Harper College.

Session A

Mr. Bill Reynolds, Director of the Regional Curriculum Laboratory, defined the mission and activities of the Regional Curriculum Laboratory. Dissemination strategies for placing materials in the delivery system and description of materials produced were discussed. The interaction between participants and Mr. Reynolds focused on means of establishing communication between local educational agencies and the Regional Curriculum Laboratory.

Session B

Mr. H. Robert Hewlett, Program Officer of Region V, U.S. Office of Education clarified the mission of Region V and the working relationship among State Board of Vocational-Technical Education. He contrasted the present and emerging roles of Region V and indicated long range plans.

Session C

Dr. Robert Lahti outlined the MBO system used by Harper College. Dr. Lahti and his three associate directors responded to questions and critiqued the system. Specific examples of means for implementing the system at the administrative level of colleges was reviewed.

Session D

Participants toured the facilities of William Rainey Harper College. The tour focused on types of facilities in relationship to curricular offerings, program planning, and instructional techniques employed by post-secondary education personnel.

TRAVEL SEMINAR II, 1974

The purpose of Travel Seminar II was to provide participants with an opportunity to discuss significant research in post-secondary and secondary technical education with representatives of two major research institutes. The second purpose was to provide an on site visitation of an exemplary secondary level vocational education center. The visits spanned two days.

Session A

Participants met with the director and senior researchers of the Batelle Institute, Columbus, Ohio. Matters discussed included the mission and goals of the institute and detailed information regarding ongoing studies. Senior researchers discussed the nationwide study of community and junior college management systems and curricular offerings conducted under a three and one half million dollar Kellogg grant.

Session B

The director and administrative staff for the Center of Vocational-Technical Education, Columbus, Ohio, provided an overview of the role of the center in research and development projects for vocational-technical education. The participants met with researchers of two federally funded projects: 1) National Curriculum Development Project for teaching disadvantaged and handicapped students within vocational-technical education programs and 2) The National Competency Based Teacher Education Project for pre-service teachers.

Session C

Participants visited the Montgomery County Area Vocational Center in Dayton, Ohio. The visitation included a site inspection and meetings with administrative personnel of the school. The discussions focused on the operation of a twenty-four hour per day training program and the school's management by objectives system.

TRAVEL SEMINAR III, 1974

Travel Seminar III provided an opportunity for participants to visit with personnel in Washington D.C. The two-day agenda included personnel from the U.S. Office of Education, the Department of Labor, Congressional staff and professional associations.

Session A

The session was devoted to meeting with representatives of the Bureau of Occupational and Adult Education. Speakers included Dr. Buzzell, Dr. Hoyt, Dr. Nielsen, Dr. Simpson, Dr. High, Dr. Pierce, Ms. Tapman and Mr. Perazzoli. Discussants provided an overview of select areas of operation of the bureau and cited long range plans for vocational-technical education as viewed by the U.S. Office. The relationship between the "office" and state and local agencies was discussed.

Session B

Mr. John F. Jennings, Chief Council, Subcommittee on Elementary and Secondary Education, House of Representatives discussed pending vocational-technical education and priorities of Congress for future legislation in this area.

Session C

Mr. Bill Cook, Washington Liaison of the Indiana State Department of Public Instruction met with participants to discuss lines of communication between state and local agencies and congressmen and administrative offices in Washington.

Session D

Mr. Ron Westfall and Mr. Jack Rapport of the Manpower Administration, U.S. Department of Labor discussed the operation of CETA. The discussion centered on a national perspective, problems being experienced in the state and the means of alleviating problem difficulties.

Session E

Participants met with various representatives of professional associations to review activities of the associations and their relationship to vocational-technical education. The representatives included Mr. Garth Hanson, The American Vocational Association; Dr. John Carroll, American Association of Junior Colleges; and Ms. Mary Ellen Jolley, American Home Economics Association. All association representatives outlined their position on pending vocational-technical education legislation.

TRAVEL SEMINAR I, 1975

The purpose of the three-day travel seminar to the Detroit, Michigan area was to: 1) acquaint participants with an exemplary community college program, 2) review an exemplary counseling system, 3) review the community education activities of the Mott foundation, and 4) visit a private technical training institute.

Session A

The participants toured the Oakland Community College Vocational Technical facility in Pontiac, Michigan. A seminar was held with the administrative staff of the facility to discuss plant management and curriculum.

Session B

Dr. Joseph Hill, president of Oakland Community College, conducted a session on cognitive learning style mapping. The presentation included discussion of the concept, research findings and application of the technique to secondary and post-secondary education.

Session C

Mr. Joe Cusenza, coordinator of conferences and visitor, Center for Mott Foundation, discussed the foundation's involvement in community education programs. After the seminar discussion, two facilities were toured to review the comprehensive approach to community education in Flint, Michigan.

Session D

Participants visited MoTech, a private technical institute, specializing in automotive training. After brief seminar presentation by Bob Johnson, director of MoTech, participants reviewed the curriculum and visited classrooms.

TRAVEL SEMINAR II, 1975

Travel Seminar II, a summer activity, consisted of three separate travel activities. Participants could choose one of the three options that best matched their interests. The travel typically included at least two school visitations. The travel differed primarily on the focus of the secondary activities. Seventeen persons visited the research triangle area of North Carolina (Option 1), ten persons visited the Dallas, Texas area (Option 2), and seven persons visited the Tampa and St. Petersburg, Florida area (Option 3).

OPTION 1

The research triangle visitation included meetings with 1) personnel in the State Department of Education, 2) two technical institutes, 3) North Carolina Research Center, 4) Research Triangle Institute and Foundation, and 5) Post-Secondary Curriculum Development Center.

Session A

Participants met with Dr. Charles Law and other staff of the Division of Vocational Education, State Department of Education, North Carolina. An overview of the state's secondary and post-secondary education system was provided and problems pertaining to state operation and local operation in the two were contrasted with Indiana's.

Session B

Dr. Reed Parrott met with participants to discuss the state administration of post-secondary education and to outline the technical institute--community college system of North Carolina. The discussion stressed the management and organizational structure for the state system.

Session C

The participants met with Mr. LaMay, President, Wake Technical Institute, to discuss the institute's administrative system and curricular offerings. Following the seminar, the facilities were toured.

Session D

Dr. John Coster, Director of the North Carolina Research Center, hosted the participants for an evening dinner and seminar. The presentation centered on the research center's activities and specifically reviewed the long range manpower planning system being developed at the center.

Session E

Participants met with administration of the Durham Technical Institute and visited the facilities after the presentation.

Session F

Participants met with administrative staff and researchers of the Research Triangle Institute. After an overview presentation of the Institute's activities a detailed presentation was provided on the National Follow-up Study being conducted by the institute.

Session G

Participants met with the director and staff of the Post-Secondary Curriculum Development Center. The discussion centered on the administrative system used in the center, the source of funds for curriculum development and an overview of the projects currently being directed as Center activities.

OPTION 2

The tour to Dallas, Texas included visitations to 1) a comprehensive area vocational center, 2) a community college facility and 3) a meeting with state education agency personnel.

Session A

Participants visited the Skyline Career Development Center, a comprehensive area vocational center in the Dallas area. After an overview discussion of the center's activities including counseling, curriculum and management, a tour of the facilities and discussion of the program with the instructional staff was conducted.

Session B

Mr. Harvey Patterson of the Texas Education Agency met with participants to discuss perspectives of the Texas agency and long range plans for the state of Texas.

Session C

Ms. Louise Miller, Assistant Dean of Human Development, gave a comprehensive presentation of the application of the cognitive style mapping used at Mountain View Community College. The cognitive style mapping program used at the college was developed by Dr. Joseph Hill of Oakland Community College, Michigan. The discussion of cognitive style mapping centered on application of the system to in-school and articulated secondary school programs, faculty involvement and evaluation of the system. Following the seminar on cognitive style mapping, participants toured the facilities of the Mountain View Community College.

OPTION 3

The travel seminar to the Florida area, a three-day visit, included 1) a visit to a community college, 2) an area vocational center, and 3) discussions of the financial reimbursement program for vocational education with state department personnel.

Session A

Participants met with administrative personnel of St. Petersburg Junior College; Clearwater Campus. The administration provided a discussion of the management system used in the college and reviewed the college's philosophy of post-secondary education. Curricular offerings were discussed and classrooms visited.

Session B

The participants toured the Pinnellas County Vocational School. Discussions between participants and management of the school related to the articulation of area vocational school students with community college students and the curricular offerings of the area vocational center. A tour of the facilities was provided to participants and meetings with classroom teachers occurred.

Session C

Participants met with a member of the Florida Division of Vocational Education to discuss the reimbursement system for vocational technical education employed in the state of Florida. Discussions centered on an evaluation of the newly adopted system of graduated reimbursements for program operation. In addition to an overview of the system, a critique of its operation and application to other states was provided.

TRAVEL SEMINAR III, 1975

Travel Seminar III provided an opportunity for participants to visit with personnel in Washington, D.C. The two-day agenda included personnel from the U.S. Office of Education, the Department of Labor, Congressional staff and professional associations.

Session A

Session A was devoted to meeting with representatives of the Bureau of Occupational and Adult Education. Speakers included Dr. Nielsen, Ms. Tapman, Mr. Parazole, Mr. Cornelsen, Miss Marks, Mr. Nealon, Ms. Watson and Mr. Legg. Discussants provided an overview of select areas of operation of the bureau and cited long range plans for vocational technical education as viewed by the U.S. Office of Education. The relationship between the "office" and state, regional and local agencies was discussed.

Session B

Mr. John F. Jennings, Chief Council, Subcommittee on Elementary and Secondary Education, House of Representatives discussed pending vocational technical education legislation and priorities of Congress for future legislation.

Session C

Mr. Don Newman, Washington Liaison of the Indiana Governor's Office met with participants to discuss lines of communication between state and local agencies and Washington administrative offices. The role of the governor's liaison office was discussed.

Session D

Mr. Lowell Burkett, Executive Director of the American Vocational Association, and two staff members, Mr. Griffin and Mr. Hudson, outlined the professional activities of the national office of the association. The AVA's position on pending vocational education legislation was outlined.

Session E

Participants met with Miss Stephanie Curtis and Mr. Jack Rapport of the Manpower Administration of the U.S. Department of Labor to discuss the CETA program. The consultants discussed the national perspective of CETA. A question and answer period followed with a discussion of local and state problems being reviewed.

Session F

Dr. Kinzy Green and Miss Mary Ellen Jolley of the American Home Economics Association outlined the role of the association and its relationship to vocational education. The association's position regarding pending vocational education legislation was discussed. Mr. Kenneth Skaggs and Mrs. Clara Olson of the American Association of Community Junior Colleges provided the association's perspective relative to occupational education. The pending vocational education legislation proposal of the association was outlined.

APPENDIX K

EXAMPLE MICRO-TOPIC EVALUATION FORM: OBJECTIVES

Objectives

Micro-Topic: Coping With Tension

Indicate the extent to which each of the objectives, cited below, were achieved in Workshop VI.

1) Identify characteristics of tension-developing environments.

NOT ATTAINED HIGHLY ATTAINED

2) Identify strategies for coping with tension environments.

NOT ATTAINED HIGHLY ATTAINED

3) Identify ques or indicators of personal tension.

NOT ATTAINED HIGHLY ATTAINED

4) Develop a method for systematically identifying tension causing factors.

NOT ATTAINED HIGHLY ATTAINED

5) Develop relaxation techniques to reduce tension.

NOT ATTAINED HIGHLY ATTAINED

APPENDIX L

EXAMPLE MICRO-TOPIC EVALUATION FORM: OPERATIONAL FACTORS

Other Factors

Micro-Topic: Coping With Tension

Indicate your assessment of other factors affecting the micro-topic:

1) The consultants expertise relative to the topic was:

VERY POOR OUTSTANDING

2) The consultant's ability to relate to participants was:

VERY POOR OUTSTANDING

3) The involvement/interaction among participants was:

VERY POOR OUTSTANDING

4) The effectiveness of learning experiences/activities was:

VERY POOR OUTSTANDING

5) My overall rating for this micro-topic is:

VERY POOR OUTSTANDING

APPENDIX M

EXAMPLE EVALUATION FORM: OVER-ALL WORKSHOP

Overall Evaluation

Indicate your assessment of this workshop.

1) The schedule (time allocations) was realistic and provided sufficient time to accomplish activity.

VERY POOR OUTSTANDING

2) The facilities were:

VERY POOR OUTSTANDING

3) The interaction among - interest of - participants was:

VERY POOR OUTSTANDING

4) The Management Team's level of involvement with participants or role in the workshop was:

VERY POOR OUTSTANDING

5) Finally, please give your overall assessment of the workshop.

VERY POOR OUTSTANDING

If you could change one thing that would appear to improve this workshop, what would you change?

APPENDIX N

PRODUCT EVALUATION INSTRUMENT

FINAL EVALUATION

Indiana Leadership Development Program for Vocational Administrative Personnel

Activities conducted under the auspices of the Indiana Leadership Development Program -- second year -- have concluded. The program's activities were conducted through four modes: synergistic studies, micro studies, travel studies and contracted studies.

As a product evaluation, your reflections on the successes or failures of the program are most important. This evaluation covers the attainment of objectives, success of the delivery modes, impact on the individual and institution and success of the program as an alternative to traditional graduate education programs. You are strongly encouraged to express your specific thoughts to the open-ended items.

Instructions

Read and rate each option (letters) for items 1 through 5. Indicate your rating by checking directly on the scale to the right of each statement. A description of the scales is provided. Provide an overall assessment of the Indiana Leadership Development Program. Write specific comments or reactions to the open-ended items.

EVALUATION FORM

1. Indicate the extent to which the Indiana Leadership Development Program attained the following five objectives.

Scale

Was not attained — Was fully attained

A) To examine concepts of leadership relative to the administration and supervision of vocational-technical education programs

B) To examine understanding of the interdisciplinary concepts of vocational-technical education

C) To formulate sophisticated approaches to planning, conducting, and evaluating vocational-technical education programs

D) To refine competencies which will allow continuous growth in administrative roles

E) To facilitate positive working relationships among personnel in the three types agencies (state, post-secondary, & secondary)

2. Rate the following modes as to their effectiveness in achieving the objectives of the Indiana Leadership Development Program.

Scale

Very ineffective — Very effective

A) Synergistic studies . . . .

B) Micro studies . . . .

C) Travel studies . . . .

D) Contracted studies . . . .

3. Indicate your perception of the impact of the Indiana Leadership Development Program.

Scale

No impact — Exceptional impact

A) The impact of the Indiana Leadership Development Program on my personal perceptions, attitudes and knowledges

B) The impact of the Indiana Leadership Development Program on other administrators participating in the program

C) The impact of the Indiana Leadership Development Program on institutions represented by personnel in the project

D) The impact of the program on vocational-technical education in the state of Indiana

4. Rate the Indiana Leadership Development Program as an alternative to traditional graduate education programs.

Scale

Very inferior to traditional programs — Very superior to traditional programs

A) The Indiana Leadership Development Program is ____________.

5. Final overall assessment. Indicate your general assessment of the program.

Scale

Exceptionally poor program — Exceptionally good program

CE 008 486

6. Please provide your thoughts regarding the following open-end items.

A) What was the most significant contribution of the program to you?

B) What was the most significant contribution of the program to your agency?

C) Do you feel there were disadvantages inhibiting factors or negative aspects to the program? If yes, please specify.

D) General Comments.